

## Maths (White Rose)

### Addition and Subtraction (within 20)

Add by counting on Find & make number bonds  
Add by making 10 Subtraction - Not crossing 10  
Subtraction - Crossing 10 (1) Subtraction - Crossing 10 (2)  
Related facts Compare number sentences

### Place value (within 50 - Multiples of 2, 5 and 10 to be included)

Numbers to 50 Tens and ones  
Represent numbers to 50 One more one less  
Compare objects within 50 Compare numbers within 50  
Order numbers within 50 Count in 2s  
Count in 5s

## Liturgical Calendar (Green Cloths)

# Year 1: Spring 1 Topic: People and their Communities (6 Weeks)

## RE: Families and Celebrations TWTTTL

To know that we all belong to a family.  
To think about how we can love and help each other.  
To know that Mary and Joseph took Jesus to the temple as a baby and explain why this was a special occasion.  
To know that Jesus belonged to a family.  
To think of things Jesus may have done with his family.  
To know about the loss and finding of Jesus.  
To reflect on the feelings of Mary and Joseph when Jesus was lost and found.  
To understand what it means to belong to our Church family.  
To reflect on what we do together.  
To know that we become a member of the Church by receiving the Sacrament of Baptism.  
To describe what happens when a baby is baptised.

Texts: Rapunzel -  
Bethan Woollvin

### Text and Experiences

Cultural Capital:  
Attending Mass  
Humanities Week

Writing:  
Traditional Tale  
Narrative  
Instructions



## Science: Animals including Humans: about animals (Developing Experts)

To understand what animals need to grow  
To know where birds live and what they eat.  
To explore how animals need to be cared for differently.  
To discover how animal's offspring is the same as its parents.  
To identify animals: fish, amphibians, reptiles, birds and mammals.  
To identify common carnivores, herbivores and omnivores.

## Geography: People and their Communities

To describe the location and place that we live in as part of the UK.  
To understand what the coast is like, and to see it through the eyes of someone who lives there.  
To understand what living in a rainforest is like, and to compare it with our own lives.  
To understand what a city is, and to locate world cities on a map.  
To explain their reasons for going on a journey to another country and imagine what a journey would be like.

## RSE: Religious Understanding (TenTen)

### God Loves you

To know we are part of God's family.  
To understand that saying sorry is important and can mend friendships.  
To know that Jesus cared for others and had expectations of them and how they should act.  
To understand that we love other people in the same way God loves us.

## Computing: Digital Imagery (Kapow)

To understand and create a sequence of pictures  
To take clear photos  
To edit photos  
To search for and import images  
To create a photo collage

## SPAG

### Grammar and Punctuation:

To use 'and' to join two sentences together  
To use exclamation marks

### Phonics:

Letters and Sounds Phase 5 alternative spellings  
Teach spelling of water, where, who, again, though through, work and mouse  
Practise reading Year 1 Common Exception words.

## PE (Rising Stars)

### Multi-Skills:

To explore static balancing and understand the concept of bases.  
To combine a number of co-ordination drills, using upper and lower body movements.  
To aim a variety of balls and equipment accurately.  
To time running to stop or intercept the path of a ball.  
To travel in different ways, showing clear transitions between movements.  
To travel in different directions (side to side, up and down) with control and fluency.  
To practise ABC (agility, balance and co-ordination) at circuit stations.

### Boot Camp:

To understand how to prepare the body for exercise.  
To understand what fitness means.  
To complete a range of circuit-based activities and understand the reason for doing them.  
To understand what happens to the heart rate during exercise.  
To complete a circuit that includes activities practised in Lessons 1 and 2.  
To complete a circuit that includes activities practised in Lessons 1-3 with balance and co-ordination.  
To complete a circuit that includes activities practised in Lessons 1-4 with balance and co-ordination.  
To complete a circuit that includes activities practised in Lessons 1-5.

## Art: Formal Elements of Art - Shape, Line and Colour (Kapow)

To learn that abstract art uses a lot of shapes and to create an abstract piece of art using different colours and shapes in an interesting way  
To create a modern style line drawing, experimenting with different resources and using the vocabulary: wavy, vertical, horizontal, and cross hatch to describe the lines  
To draw lines to create a water effect using a variety of different materials  
To create one large collaborative piece of art, using the different styles of drawing lines for effect  
To know the names and the primary colours and that these can be mixed to make secondary colours  
To use primary colours to paint  
To mix colours to achieve secondary colours and apply the paint with care

## Music: In The Groove (Charanga)

To find the pulse as they are listening to the song and understand that it is the heartbeat of the music.  
To identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.  
To dance to each style or move to the pulse - be "In The Groove!"  
To march to the pulse.  
To copy the actions on-screen.  
To choose an animal and keep the pulse.  
To copy back the rhythms they hear.  
To make up their own rhythms.  
To sing together and in time, in all the different styles.  
To play instrumental parts accurately and in time as part of the performance.  
To improvise part of the performance.  
To compose a simple melody using simple rhythms and use as part of the performance.  
To look back at the recorded performance with the class and be able to express opinions.