

Year 1
Spring 1

How have toys changed?

Maths

Power Maths

Unit 6: Numbers to 20

Unit 7: Addition and Subtraction within 20

Unit 8: Numbers to 50

Unit 9: Introducing Length and Height

Music

I can find the pulse in different songs.

I can use claps and stamps to mark the pulse.

I can sing a song in different ways.

I can find the notes C and E on a glockenspiel and play them in a rhythm.

I can select sounds to accompany a tune or a story.

I can recognize songs in a Blues, Baroque, Bhangra, Latin, and

Science

Animals including Humans

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

History

How have toys changed?

I can identify changes between teddy bears today and those from 100 years ago.

I can describe how toys have changed over time.

I know that some inventions still influence my own life today (e.g. toys – the invention of the teddy bear, electronic toys etc.)

Discuss their favourite toy using language related to the past.

Ask questions about toys in the past.

Make comparisons between toys in the past and present.

Sequence toys from different periods of time.

Begin to describe similarities and differences in toys

Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) and use a range of sources to find out characteristic features of the past

Sort toys "then" and "now"

RE

I can recognise the words of the Shema as a Jewish prayer.

I can re-tell simply, some stories used in Jewish celebrations (e.g. Chanukah).

I can give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.

I can give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).

PSHE

Healthy friendships

Our bodies, our boundaries

This term we explore the definition of private parts of our bodies and how this relates to appropriate and inappropriate touch.

The children also think about who and where they could go for help if they feel unsafe.

English Genre

Narrative: Character

Descriptions, Goldilocks and the three bears

Non-Fiction: News reports

Class books

Dogger

Five minutes peace

Zog

PE

Gymnastics

I can choose 2 - 4 different gymnastic actions and link these together, so that I do one after the other, using the floor and apparatus. I can make a shape at the beginning and the end of my movements. (Start and finish positions).

Computing

Moving a robot

I know computerised devices need to be programmed to function in intended ways.

I know the order of given instructions effects the result

I know instructions need to be precise.

I can predict the outcome of a command

I can choose the order of commands

I can follow an instruction

I can give directions