

Literacy

Spoken Language:

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Use relevant strategies to extend their knowledge and understanding
Participate in discussions, presentations, performances, role-play, improvisations and debates
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Reading:

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Link what they read or hear to their own experiences
Check that the text makes sense to them as they read and correct inaccurate reading
Learn to appreciate rhymes and poems and to recite some by heart

Writing:

Read aloud their writing clearly enough to be heard by their peers and the teacher
Compose a sentence orally before writing it
Sequence sentences to form short narratives
Say out loud what they are going to write about
Say out loud what they are going to write about
Re-read what they have written to check that it makes sense
Discuss what they have written with other pupils
Form lower-case letters in the correct direction, starting and finishing in the right place

Physical Development

Gymnastics

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
Perform dances using simple movement patterns

Personal, Social and Emotional Development

PSHE: What can we do with money?

Understand what money is - that money comes in different forms
Learn how money is obtained (e.g. earned, won, borrowed, presents)
Understand how people make choices about what to do with money, including spending and saving
Know the difference between needs and wants - that people may not always be able to have the things they want
Learn how to keep money safe and the different ways of doing this

Being Different and Equal

To understand what it means to be different

R.E.: Islam

To know that Allah is the Islamic name for God
To know that Muslims believe that Allah is the one true God and that he is the Creator who provides all things
To learn about Islamic values including
- home and family life for children
- respect for each other, parents, elders and children
- honesty and good manners
- responsibility for all creation

SPRING TERM 1 Objectives It's Purrfect Year 1

Expressive Arts and Design

ART: Drawing, collage and model making

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Develop a wide range of art and design techniques in using colour, pattern, textures, line, shape, form and space
Use a range of materials creatively to design and make products

D&T Designing labels, designing animal enclosures

Design purposeful, functional, appealing products for themselves and other users based on design criteria
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Music: Animal songs

Children should learn to play tuned and un-tuned instruments musically

Understanding the World

GEOGRAPHY: Using and making maps Describing Physical features

Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map; and use and construct basic symbols in a key

History: Being Different and Equal

To identify and understand the lives of significant individuals in the past who have contributed to National and International achievements
To understand key historical events beyond living memory that are significant nationally or globally

SCIENCE: Animals including ourselves

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
Identify and name a variety of common animals that are carnivores, herbivores and omnivores
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Identify and classify
Gather and record data to help in answering questions
Perform simple tests

Computing: iSafe

Understand what being online may look like, the different feelings we can experience online and how to identify adults who can help
Understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help
Understand that photos can be shared online
Understand the importance of seeking permission before sharing a photo online

Mathematics

Included on termly Success and Challenge cards