

**Engage:**

**Express:**

### Strength Lies in Difference

Children to understand what it means to be different and what makes them different from others.  
Children to be familiar with these key terms and understand what they mean: *Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype*  
Children to understand why it is important to celebrate difference in both themselves and others

### Expressive Arts and Design

#### **ART: Sculpture**

Use a variety of natural, recycled and manufactured materials for sculpting – paper, card, natural resources.  
Use a variety of techniques, e.g. rolling, cutting.  
Sculpt a variety of shapes.  
Key vocabulary: sculpture, statue, model, work, work of art, 3D, sculptor, shapes, materials.

#### **Music: Composing**

Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli.  
Combine sounds to make a story, choosing and playing instruments or sound-makers.  
Explore the difference between creating a rhythm pattern and a pitch pattern.  
Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.  
Explore and invent own symbols for representing sounds.

### 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

#### **R.E.: Was it always easy for Jesus to show friendship?**

Talk about our friends and why we like them.  
Remember and retell a story about Jesus showing friendship and talk about it.  
Say how Jesus tried to be a good friend  
Say how Christians show friendship and how God helps them do this

### SPRING TERM 1

### Objectives

### *Paws, Claws and Whiskers*

### Science focus

### Year 1

### Physical Development

#### **Gymnastics**

Show basic control and coordination when travelling and when remaining still  
Identify and copy some basic gymnastic actions  
Can make their body tense, relaxed, stretched and curled  
Begin to understand what gymnastic quality looks and feels like  
Perform longer movement sequences with a clear beginning, middle and end  
Repeat the sequences with some accuracy and consistency  
Often able to perform the basic gymnastic actions with control and variety  
Link actions confidently and smoothly

### Understanding the World

#### **GEOGRAPHY: Using and making maps Describing Physical features**

Use maps and globes to identify the UK and its countries.  
Use simple locational and directional language (e.g. near, far, left, right) to describe the location of features on a map.  
Use aerial photographs to recognise landmarks and basic physical features.

#### **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: iData**

To understand why pictograms are useful  
To collect and organise information to solve a problem  
To create a graph using digital tools  
To create a pictogram using collected data  
Sort information on criterion  
Present data using a graph

### English

Included on termly Success and Challenge cards

### Mathematics

Included on termly Success and Challenge cards