Year 1

Spring 1 and 2

Subject	National Curriculum and Skill	Context	Vocabulary
To be a scientist	**Identify and name a variety of everyday materials, including, wood, plastic, glass, metal, water and rock.** *Can I suggest a simple way to test an idea?* **Identify and classify.** *Can I collect evidence to try to answer a question?* *Can I talk about my findings?* **With help, carry out simple tests.** *Can I make simple comparisons and groupings?* **Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them** *Can I make simple comparisons and groupings?* **Be able to describe the simple physical properties of a variety of everyday materials.** *Can I make observations using my senses?* **Be able to distinguish between an object and the material from which it is made.** *Can I make simple comparisons and groupings?* **Perform simple tests and evaluate the findings.** *Can I suggest a simple way to test an idea?* *Can I talk about my findings?* **Expand experiences of trial and error and begin to explore with help scientific questions.** Can I collect evidence to try to answer a question***?*** **Identify, name and draw basic parts of human body and relate to senses.** *Can I explore using my five senses?*	Sort an array of objects into materials bins, using group discussion, research and comparisons to make decisions. Where appropriate children can use tests to help inform decisions. Children to collect the data from the bins and record on a chart. Make detailed observational drawings of the body/face. Make an individual moving human body.	Chart, data, material, compare, classify, identify, arm, leg, head, smell, touch, hear, see, taste, body, neck, hands, fingers, research, knee, elbow, feet, chin, ankle
To be a geographer	**Know about the school and the surrounding environment.** *Can they think of relevant questions to ask about a locality?* **Carry out fieldwork to study the geography of the school and its grounds.** *Can identify what they like and don't like about a locality?* **Use directional language.** *Give a set of instructions.*	Visit the Minster and ask Father Simon questions they have written. Making a map of the route between the school and the Minster. Record a set of instructions of how to follow their map.	North, South, East, West, Near, far, left right Symbols, key, landmark, feature, environment,

To be an historian	**Events beyond living memory that are significant nationally or globally.** *Can they recognise that a story may have happened a long time ago?* *Can they retell a familiar story set in the past in chronological order?*	Learn about the Easter Story and understand that it happened thousands of years ago. Order the events of the Easter story.	Past, long ago, story, generations, order, time,
To be an artist	**To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space** *Can they recognise different marks through printing with different objects?* *Can they apply drawing skills to print?*	Lino prints of skeletons.	Lino, print, shape, draw, apply, spread, roll,
To be a designer	**Design purposeful, functional, appealing products for themselves and other users based on design criteria** *Can they identify key features of an existing product?* *Can they think of some ideas of their own?* *Can they explain their ideas orally?* *Can they describe how their product works?*	Find key features of a chair, design their own chair and make the chair out of wood.	Build, construct, review, idea, attach, secure, stable, balance, dowel, wood,
To be a computing designer	**Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.** *Children can write their own simple algorithm.* **Use logical reasoning to predict the behaviour of simple programs.** *Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.* **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** *Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources.*	*Mr Parramint plans these activities.	
To be a musician	**Play tuned and untuned instruments musically** *Can they a make a sequence of sounds for a purpose?* *Can they repeat patterns?* *Can they tell the difference between long and short sounds?* *Can they make a range of sounds with instruments?* **Experiment with, create, select and combine sounds using the inter-related dimensions of music.**	Create a rap based on the kitchen disco. Listen to music and represent what they hear through drawing.	Rap, beat, rhythm, pattern, respond,

	Can they make a range of sounds with their voice? *Can they identify changes in sounds?* *Can they represent sounds pictorially?*		
To be a sportsman	**Participate in team games, developing simple tactics for attacking and defending** *Develop fundamental movement skills.* *Develop an under and over arm throw.* *Perform basic actions using changes in speed and direction.*	Dodgeball, football, catchball, tennis.	Movement, agility, defend, attack, tactic, throw, over arm/under arm, speed, direction, participate,
To be a theologist	**What do Jews remember on Shabbat?** *Can they talk confidently about traditions in another faith?* **What does the cross mean to Christians?** *Can they recall a story that happens in the Christian calendar?*	Service Love Hope Aspiration Friendship Trust	Shabbat, blessed, day of rest, Kiddush, challah, kipper, synagogue, torah, rabbi, Havdalah candle,
To be a reflector			

Educational Enhancements	A visit from The Bug Man.

Power of Reading text *To be a writer (including grammar)*	**Goldilocks and the Three Bears** *Can I re-write a traditional tale?*	
Collins Maths *To be a mathematician*	**Multiplication and division** *Can I do basic multiplication with single-digit numbers?* **Place Value** *Can I understand the place value of one and two-digit numbers?* **Measurement (Mass)** *Can I measure using non-standard units of measure?* **Addition and Subtraction**	

	Can I add and subtract within 20? **Measurement (Time)** *Can I measure time to the hour and half hour?* **Geometry (position and direction)** *Can I use basic positional and directional language?* **Number (Fractions)** *Can I divide numbers using halves and quarters?*	
Big Cat Collins Reading *To be a reader*	**Children to continue to work through the RWI scheme and learning Set 1, 2 and 3 sounds in preparation for the phonics screen. Children who have completed RWI will began on the blue level Big Cat scheme**. *Can I decode set 1 words?* *Can I decode set 2 words?* *Can I decode set 3 words?* *Can I begin to learn the fundamental comprehension skills using Big Cat?*	