



## Year 1 – Learning Overview Spring Term

### Topic: The Great Fire of London



#### ENGLISH

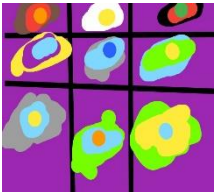
- Focus on handwriting (Kinetic Letters) – letter formation and pencil hold
- Discuss word meaning and link new meaning to those already known.
- Apply phonic knowledge and skills to decode words and blend sounds in unfamiliar words
- Accurately read texts that match their developing phonic knowledge.
- Re-read texts to build up fluency and confidence
- Check that a text makes sense as they read and to self-correct
- Listen and discuss a wide range of fiction, non-fiction and poetry
- Link what they have read to their own experiences
- Retell familiar stories
- Join in with discussions about a text, taking turns and listening to what others say
- Discuss the significance of titles and events.
- Begin to make simple inferences and predict what might happen on the basis of what has been read so far.
- Recite simple poems and nursery rhymes by heart
- Compose a sentence orally before writing it
- Begin to sequence sentences to form short narratives
- Begin to discuss what they have written
- Begin to use adjectives to describe words
- Begin to learn when a capital letter and full stop is needed
- Begin to spell the days of the week
- Begin to use question marks



#### MATHS

- Recognise and group 2D shapes
- Recognise 3D shapes
- Make and complete shape patterns
- Compare height and length
- Measure height and length using objects, body parts and a ruler
- Count to 40
- Count in tens and ones
- Compare numbers and determine how much more/less
- Make number patterns
- Make and add equal groups
- Group and share equally
- Identify and make halves and quarters
- Begin to solve word problems



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| <p style="text-align: center;"><u>SCIENCE</u></p> <p><b>Physics – Seasonal Changes</b><br/>         -Observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies</p> <p><b>Chemistry – Everyday Materials</b><br/>         - Distinguish between an object and the material from which it is made.</p> <p>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>- Describe the simple physical properties of a variety of everyday materials.</p> <p>- Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>                    | <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>-Use basic geographical vocabulary to identify and refer to key physical and human features including beach, coast, hill, sea, river, city, town, village, house, office, port, and shop</p> <p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>-Identify seasonal and daily weather patterns in the UK</p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>      |
| <p style="text-align: center;"><u>HISTORY</u></p> <p>The Great Fire of London</p> <p>-Recall what happened during the Great Fire Of London</p> <p>-Sequence events in chronological order from the day the fire started until the day it went out</p> <p>- Identify that the fire started in Pudding Lane and spread because of the wind and wooden houses</p> <p>-Part of St Pauls Cathedral was destroyed and had to be rebuilt</p> <p>-Samuel Pepys was a very important person</p> <p>-Think about the differences between then and now</p> <p>-Understand that some things have changed over time but others are similar</p> <p>-Begin to understand that during 1666 life was different for different people</p> | <p style="text-align: center;"><u>DESIGN AND TECHNOLOGY</u></p> <p>-Draw a model house from 1666 (Great Fire of London)</p> <p>-Use a range of materials to construct a house from 1666</p> <p>- Use finishing techniques, including those from art and design</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> |
| <p style="text-align: center;"><u>COMPUTING</u></p> <p><b>Creativity &amp; Media</b><br/>         Select and use appropriate painting tools to create images on a digital device.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p style="text-align: center;"><u>MUSIC</u></p>                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <p>Understand how this use of computing differs from using paint and paper.</p> <p>Describe what different freehand tools do.</p> <p>Use the shape tool and the line tools.</p> <p>Create pictures in the style of artists.</p> <p><b>Computer Networks</b><br/>Find and use pictures on the web.</p> <div data-bbox="92 566 528 808">  </div> <p>Know what to do if they encounter pictures that cause concern.</p> <p>Group images on the basis of a binary (yes/no) question.</p> <p>Organise images into more than two groups according to clear rules.</p> <p>Sort (order) images according to some criteria.</p> <p><b>Online Safety</b><br/>Identify a range of alternative activities to screen use.</p> <div data-bbox="92 1144 319 1323">  </div> <p>We take care of our minds and bodies.</p> | <p>Recognising everyday &amp; musical sounds through their different 'Pitch &amp; Timbre'.</p> <p>Recognising &amp; responding to changing pitch using different stimuli.</p> <p>Experimenting with tuned percussion instruments (chime bars / bells).</p> <p>Further development of listening skills and working collaboratively through musical activities.</p> <p>Recognising which percussion instruments play long &amp; short sounds using metal &amp; wooden instruments.</p> <p>Recognising thin (solo) &amp; thick (group) textures.</p> <p>Revisit &amp; extend previous learning on different voice types (speaking / rapping / chanting / singing).</p> <p>Incorporate songs and musical activities to the wider year 1 curriculum where possible: (eg. London's Burning – musical round).</p> <p>Continue to build individual self-confidence and self-esteem through musical performance.</p> <p>Embed previous learning about pulse, sequences &amp; simple time signatures through the activities used in this unit.</p> |
| <p style="text-align: center;"><u><b>RELIGIOUS EDUCATION</b></u></p> <p><b>What do my senses tell me about the world of religion and belief?</b></p> <ul style="list-style-type: none"> <li>-Retell the Jewish creation story and relate it to observing Shabbat.</li> <li>-Recognise the importance of Shabbat to Jewish people</li> <li>- Shabbat is celebrated as a weekly tradition for Jewish families.</li> <li>- Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives.</li> <li>-</li> <li>-Recognise The symbolism of the key artefacts used during Shabbat:             <ul style="list-style-type: none"> <li>- Candles – are lit before Shabbat to create peace in the home.</li> <li>- Challah Bread – a special plaited bread to show how Jews love Shabbat.</li> <li>- Kiddush Cup – a special goblet that holds</li> </ul> </li> </ul>                                                                 | <p style="text-align: center;"><u><b>PHYSICAL EDUCATION</b></u></p> <ul style="list-style-type: none"> <li>-To change direction during travelling moves. To link travelling moves that change direction and level</li> <li>-Develop gestures and ways of travelling. Understand beats in the music</li> <li>-Move in time to the music. Develop gesture and ways of travelling. Understand beats in the music.</li> <li>-To link together dance moves with gestures and changing direction in time to music</li> <li>-Run on the balls of the feet, concentrating on coordination, not speed. Co-ordinate the upper and lower body together. Move with greater precision and control.</li> <li>-Use timing to aim, stop and guide an object. Aim a variety of balls and equipment accurately</li> </ul>                                                                                                                                                                                                                                  |

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| <p>the wine that is blessed for Shabbat.</p> <p><b>What does the cross mean to Christians?</b></p> <ul style="list-style-type: none"> <li>-Give a clear, simple account of the Easter Story.</li> <li>-Recognise that the Easter Story contains Christian beliefs about salvation.</li> <li>-Recognise that the Easter Story is a source of hope for Christians.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>-To travel in different directions (side to side, up and down) with control and fluency</li> <li>-To practise ABC (agility, balance and co-ordination) at circuit stations</li> </ul> |
| <p style="text-align: center;"><u>PSHE</u></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>-Set simple goals</li> <li>-Set a goal and work out how to achieve it</li> <li>-Understand how to work well with a partner</li> <li>-Tackle new challenges and understand that they might stretch learning</li> <li>-Identify obstacles which make it more difficult to achieve a new challenge and can work out how to overcome them</li> <li>-Be able to identify feelings when succeeding in a new challenge</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- Understand the difference between being healthy and unhealthy, and know some ways to keep healthy</li> <li>- Know how to make healthy lifestyle choices</li> <li>- Know how to keep clean and healthy, and understand how germs cause disease/illness</li> <li>- Understand that all household products including medicines can be harmful if not used properly</li> <li>-Understand that medicines can help if you feel poorly and I know they need to be used safely</li> <li>-Know how to keep safe when crossing the road, and about people who can help us to stay safe</li> <li>-Tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</li> </ul> |                                                                                                                                                                                                                              |