

English coverage

Week 1: Understand and sequence a story with a familiar setting

Week 2: Use a story map to plan writing

Week 3: Retell a story with a familiar setting

Week 4: Understand the features of instructions

Week 5: Plan a set of instructions linked to DT topic

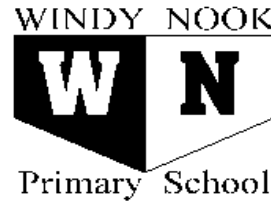
Week 6: Write a set of instructions linked to DT topic

Spelling focus—Year 1 spelling rules

Grammar—Imperative verbs, using the joining word 'and', adjectives.

Class: Year 1

Class Teachers: Mrs Short
and Miss Thompson



Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Maths coverage

Week 1: Understand multiplication and division

Week 2: Understand length and height

Week 3: Understand weight and volume

Week 4: Place value—understand numbers 11 - 20

Week 5: Understand addition and subtraction

Week 6: Properties of shape

Speed Calc — shape, time, addition and subtraction

Reasoning and problem solving - developing language skills

Science coverage

Week 1: Explore forces—push and pull

Week 2: Explore forces—push, pull, bounce, slide, roll, spin

Week 3: Explore impact of weight on forces

Week 4: Investigation—explore push and pull

Week 5: Science Investigation— Pattern Seeking

How does changing the force change the speed of a toy car?

Learning Hook:

Planes, Trains and Automobiles

The children will learn about the history of different methods of transport before designing and making their own vehicles with wheels and axles.

Computing coverage

Week 1: describe what different freehand tools do in digital painting program

Week 2: use the shape tool and the line tools

Week 3: make careful choices when painting a digital picture

Week 4: explain why I chose the tools I used

Week 5: use a computer to paint a picture

Week 6: compare a digital and non digital painting

Discrete subjects

DT (taught as a block)

Research different vehicles and their uses

Investigate wheels, chassis and axles

Make a moving vehicle

Evaluate a moving vehicle

PSHE

Internet Safety

Rail and Road safety

RRSA- Children will be learning about their rights linked to the UN convention.

Music- exploring beat

PE coverage - Dance

Week 1: Respond to stimuli to create a motif

Week 2: Develop motif with emotion and expression

Week3: Apply choreography in a motif

Week 4: Extend sequences with a partner

Week 5: Extend motif through sequences

Week 6: Perform sequence to an audience

History coverage

Week 1: Find out about the history of flight

Week 2: Find out about the history of cars

Week 3: Find out about the history of trains

Week 4: Find out about the history of trains

RRSA Links

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need

British Values

Individual Liberty

Children can choose their own golden time activity.

Rule of Law

Children will be expected to follow school rules, and will follow school behaviour policy for reward and punishment.

Mutual Respect

Children will be given opportunities to work alongside each other and follow the class Rights Respecting Charter.

Democracy

The children are making their own playground games and voting to decide what to call them.

RE coverage

Week 1: Find out about the festival of Rosh Hashanah

Week 2: Identify what makes a good leader

Week 3: Retell the story of Moses in the bulrushes

Week 4: Identify key aspects of Moses life

Week 5: Identify why Moses is important to Jewish people