

## English coverage

**Week 1:** Understand a story with predictable phrasing

**Week 2:** Plan a story with predictable phrasing

**Week 3:** Retell a story with predictable phrasing

**Week 4:** Understand the features of a non-chronological report

**Week 5:** Plan a non-chronological report based on The Great Barrier Reef

**Week 6:** Write a non-chronological report about The Great Barrier Reef

Reading– word reading and comprehension skills.

Spelling focus-Y1 spelling rules

Grammar– punctuation, adjectives, joining ideas and sentences using 'and'.

Class: Year 1

Class Teachers: Miss Thompson  
and Mrs Short

Term: Spring 1

WINDY NOOK



Primary School

*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:** Numbers to 100

**Week 2:** Add and subtract crossing 10

**Week 3:** Related facts

**Week 4:** Make equal groups

**Week 5:** Sort 2D and 3D shapes

**Week 6:** Describe position and direction

Speed Shape, Speed Calc and Speed Fact.

Reasoning– developing language skills

## Science coverage

**Week 1: Science Investigation** - Growing a Gladioli or Sunflower

**Week 2:** Identify common flowering plants

**Week 3:** Parts of a plant

**Week 4:** Inside a seed

**Week 5: Science Investigation** -

What do seeds need to germinate?

**Week 6:** Life cycle of a bean

## Learning Hook:

### Diving into the Ocean

The children will be learning about the oceans, ocean life and The Great Barrier Reef alongside environmental factors that impact on habitats.

There will be a parent workshop to create an underwater diorama and the learning will be followed up with a visit to Washington Wetlands in Summer 2.

## Computing coverage

**Week 1:** Exploring the Keyboard

**Week 2:** Adding and Removing Text

**Week 3:** Exploring the Toolbar

**Week 4:** Making Changes to Text

**Week 5:** Explaining My Choices

**Week 6:** Pencil or Keyboard

## Discrete subjects

### Music-

The children will identify and maintain a beat while listening to music.

### PSHE

The children will be finding out about caring for their environment and the sea by reducing plastics.

We will continue to learn about Growth Mindset incorporating it into our lessons and playtimes.

## PE coverage

Week 1: Dribbling skills

Week 2: Dribbling skills and effectively chest pass

Week 3: Dribbling skills and effectively chest pass

Week 4: Defending the ball

Week 5: Develop attacking and defending skills

Week 6: Apply the skills learned to a game situation

## Geography coverage

Week 1: Can I name the oceans?

Week 2: Can I create a diorama?

Week 3: Can I research the Great Barrier Reef?

## 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: Can I identify what the Torah is and why it is special to Jewish people?

Week 2: Can I identify key aspects of worship in the synagogue?

Week 3: Can I identify key Jewish artefacts linked to worship?

Week 4: Can I recognise the importance of the rabbi?

Week 5: Can I recognise the importance of prayer in Jewish worship?

Week 6: Can I compare Jewish and Christian worship in a religious building?