

English coverage

Week 1: Read and respond to poetry

Week 2: Develop vocabulary

Week 3: Understand the features of an instruction text

Week 4: Write an instruction text

Week 5: Read non-chronological reports

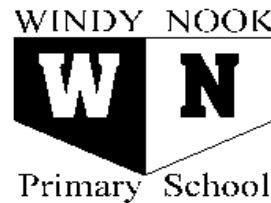
Week 6: Understand the features of a non-chronological report

Week 7: Write a non-chronological report

Class: Year 1

Class Teachers: Mr McKay and Mrs Preece

Term: Spring 1



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: Place value of numbers to 50

Week 2: Partition numbers to 50

Week 3: Addition within 20

Week 4: Subtraction within 20

Week 5: Recognise and add equal groups

Week 6: Properties of shape

Week 7: Place value of numbers to 100

Science coverage

Week 1: To notice changes in the seasons—winter

Week 2: To know that things move in different ways

Week 3: Explore the ways different things move

Week 4: Investigation— does weight affect force.

Week 5: Investigation—exploring pushing and pulling forces

Week 6: How are objects affected by pushing and pulling

Week 7: Investigation— Pattern Seeking
How does changing the force change the

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: Explain what a given command will do

Week 2: Follow instructions and give directions

Week 3: Combine forwards and backwards commands to make a sequence

Week 4: Combine four direction commands to make sequences

Week 5: Plan a simple program

Week 6: Find more than one solution to a problem

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

To understand the importance of road safety.

Music

Hear and sing basic melodic intervals s-m, s-m-

Keep a steady beat

Learn rhythm names and to read ta, te te.

Understand tempo - speed

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: Explore the history of travel and transport.

Week 2: Compare transport in Gateshead from the past to the present.

Week 3: Find out about the history of cars

Week 4 and 5: Explore the history of trains and George Stephenson.

Week 6: Find out about the history of flight.

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