

Year group: 1		Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	<i>Reading</i>	Read sentences and larger texts with pace, intonation, confidence, and fluency.
	<i>Writing</i>	The Great Explorer – Chris Judge; focusing on the features of writing a letter. Leaf – Sandra Dieckmann; writing a non-chronological report.
	<i>Phonics/Spelling</i>	Group focused phonics: Recognise, read, and write set 1, 2 and 3 sounds in words; read sounds and words at their challenge point speedily.
	<i>Grammar</i>	Present tense verbs; making verbs past tense by adding -ed, adjectives, conjunctions.
	<i>Punctuation</i>	Full stops, capital letters and finger spaces, using question marks and exclamation marks.
Maths	<i>Mental calculations</i>	Number bonds to 20, fluently counting forwards and backwards from any given number across 100, place value to 50
	<i>Written calculations</i>	Addition and subtraction to 20, including missing number calculations and number bonds.
	<i>Units of work</i>	Measurement: length and height, mass, and volume.
Science	<i>Working scientifically</i>	Comparative and fair testing, observing over time, Research using secondary sources, Identifying, classifying, and grouping, Pattern seeking.
	<i>Units of work</i>	Animals, including humans. Learning about the different types of animals, their features, and their habitats.
Spanish	<i>Units of work</i>	Transport; los transportes. Learning vocabulary for different modes of transport and recapping numbers.
History	<i>Units of work</i>	Explorers: Investigating our enquiry question Are all explorers significant? Comparing 3 explorers, Ibn Battuta, Captain Oates, and Helen Sharman, and understanding the significance of their accomplishments.
Art/D.T.	<i>Units of work</i>	Art: Sketching and colour mixing. Combining these skills to create their final piece of work. D.T: Planning, preparing, and making chocolate crispy buns.
Music	<i>Units of work</i>	Unit: 'Dawn' from Sea interludes Sing a simple singing game, adding actions to show a developing sense of beat. Listen actively by responding to musical signals and musical themes using appropriate movement. Unit: Musical conversations Improvise question-and-answer conversations using percussion instruments. Compose musical sound effects and short sequences of sounds in response to a stimulus. Create, interpret, and perform simple graphic scores.
RE	<i>Units of work</i>	Who do Christians say made the world? Recognise that 'Creation' is the beginning of the 'big story' of the Bible and say what the story tells Christians about God, Creation and the world.
Computing	<i>Units of work</i>	Microsoft Word: Digital Writing E-safety: Considering our behaviour online and the impact this can have on others; what to do if someone or something makes us feel unhappy or unsafe. Digital Literacy: Self Image and Identity
PE	<i>Units of work</i>	Dance - Children to use rhythm, and inspiration from dance around the world to create a final piece of dance.
PSHE	<i>Units of work</i>	Living in the Wider World: What can we do with money? Children to explore where money comes from, how we use it and why it is important in day-to-day life.

