

| Year group: 1 | | Term: Spring 2 |
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| Subject | Strand | Unit of work title / Overview |
| English | <i>Reading</i> | Make predictions, inferences and retrieve information from a text (VIPERS). |
| | <i>Writing</i> | Plan and write an adventure story using a graphic novel format; Write instructions for crispy buns. |
| | <i>Phonics/Spelling</i> | Group focused phonics: Recognise, read and write set 1, 2 or 3 sounds in words. |
| | <i>Grammar</i> | Full stops, capital letters, nouns, verbs, adjectives and conjunctions. |
| | <i>Punctuation</i> | Full stops, capital letters and finger spaces. |
| Maths | <i>Mental calculations</i> | Number bonds, quick addition and subtraction. |
| | <i>Written calculations</i> | Knowledge of number value, applying the correct measurement units to number when necessary. |
| | <i>Units of work</i> | Place Value (within 50), Length and Height and 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 |
| History | <i>Units of work</i> | Explorers: Are all explorers famous? How has exploring changed overtime? |
| Art/D.T. | <i>Units of work</i> | Make a moving storybook. Children design and make a simple moving storybook based on a fairy-tale (Humpty Dumpty). |
| Music | <i>Units of work</i> | Combining pulse, rhythm and pitch: How does music help us to understand the people around us? |
| RE | <i>Units of work</i> | Why does Easter matter to Christians? Understanding what Easter is and comparing other religions and their beliefs at this time of year. |
| Computing | <i>Units of work</i> | I can identify and understand the function of parts of a computer. I can log in and out of my device. |
| PE | <i>Units of work</i> | Developing the fundamental movement skills of throwing, catching, rolling and kicking. |
| PSHE | <i>Units of work</i> | Drug, alcohol and tobacco education: What is it safe to put into and onto our bodies? In this unit, we will discuss and begin to recognise that different things people put into bodies can make them feel good or not so good. We will talk about basic safety rules for whether or not something is safe to touch, handle or put into our bodies. |

