

Maths:

Place value within 20:

Step 1. Count within 20. Step 2. Understand 10. Step 3. Understand 11, 12 and 13. Step 4. Understand 14, 15 and 16. Step 5. Understand 17, 18 and 19. Step 6. Understand 20. Step 7. 1 more, 1 less. Step 8. The number line to 20. Step 9. Use a number line to 20. Step 10. Estimate on a number line to 20. Step 11. Compare numbers to 20. Step 12. Order numbers to 20.

Addition and subtraction (within 20):

Step 1. Add by counting on within 20. Step 2. Add ones using number bonds. Step 3. Find and make number bonds to 20. Step 4. Doubles. Step 5. Near doubles. Step 6. Subtract ones using number bonds. Step 7. Subtraction—counting back. Step 8. Subtraction—finding the difference. Step 9. Related facts. Step 10. Missing number problems.

Place value (within 50):

Step 1. Count from 20 to 50. Step 2. 20, 30, 40 and 50. Step 3. Count by making groups of 10. Step 4. Groups of tens and ones. Step 5. Partition into tens and ones. Step 6. The number line to 50. Step 7. Estimate on a number line to 50. Step 8. 1 more, 1 less.

Length and height:

Step 1. Compare lengths and heights. Step 2. Measure length using objects. Step 3. Measure length in centimetres.

Mass and volume:

Step 1. Heavier and lighter. Step 2. Measure mass. Step 3. Compare mass. Step 4. Full and empty. Step 5. Compare volume. Step 6. Measure capacity. Step 7. Compare capacity.

Phonics:

Continue Little Wandle.

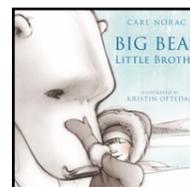
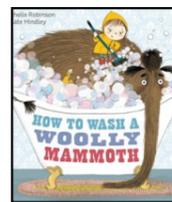
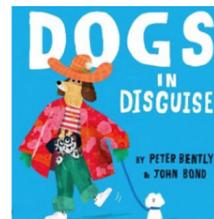
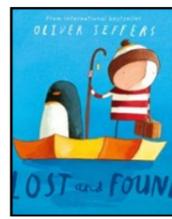
History: How have toys changed?

1. What is your favourite toy?
2. Did your parents and grandparents play with the same toys as you?
3. What were toys like in the past?
4. What is similar and different about toys now and in the past?
5. How have teddy bears changed over time?
6. How have toys changed?

Geography:

- Name and locate the four countries on a map of the UK.
- Identify the country they live in.
- Identify the four seasons.
- Describe some seasonal changes.
- Identify the four compass directions.
- Use the compass directions to describe the location of features.
- Observe and describe daily weather patterns.
- Begin to locate the four capital cities of the UK.
- Explain what the weather is like during each season in the UK.
- Suggest appropriate clothing and activities for each season.

English:



Year 1 - Spring Term Arctic Adventures - 2023/2024



Hook:

Forest Adventure / Den Building

Celebration:

Adventure Evening at School.

RE:

Belonging/Change

People Jesus Met Welcoming

Palm Sunday

PSHE:

Keeping Myself safe

Rights and Responsibilities

Science:

Exploring everyday materials:

- Identify and name a variety of everyday materials.
- Distinguish between an object and the material it is made from.
- Describe the properties of everyday materials.
- Identify objects that are natural and those that are man-made.
- Predict and identify if an object will float or sink.
- Explore which materials are best for different objects.

Exploring everyday materials—building:

- Build a structure strong enough to withstand wind.
- Build a waterproof structure.
- Understand the properties of glass and its uses.
- Understand that materials are used to create a variety of furniture.
- Explore a variety of fabrics and understand their different properties.
- Explain the uses of materials and why they are suitable.

Computing:

Unit 1.4 Lego Builders Number of lessons - 3 Programs

- 2DIY Unit 1.5 Maze Explorers Number of lessons - 3

Programs - 2Go

Unit 1.6 Animated Story Books Number of lessons - 5

Programs - 2Create A Story

Art and Design:

Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture

- Select and use different brushes to explore and make marks of different thicknesses
- Mix paint to make secondary colours, adding them to the colour wheel
- Know how to mix primary colours to make brown
- Explore adding white to a colour to make tints • Explore adding black to a colour to make shades
- Mix and match colours to artefacts, objects, given colours, images • Work on different scales. Use a brush to produce marks appropriate to work e.g. small brush for small marks

Design Technology: Stable and unstable structures.

- To explore the features of stable structures, including toy car garages.
- To design and plan a stable structure.
- To explore a range of materials and make decisions based on the end product.
- To follow a design plan and make a product.
- To evaluate products.

Music:

Unit: Pulse and Rhythm

Unit: Tempo