

| St Andrew's Southgate – Year 1 | | | | | | Spring 1 |
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| Half Termly Overview | | | | | | |
| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| English | <p>Hook</p> <p>Children will receive a mystery postcard from Paddington in which he will set them on an adventure to find hidden London landmarks inside our classroom.</p> <p>Children will explore the classroom to find our London landmarks and write a sentence about each of them.</p> <p>Using a variety of adjectives children will describe the appearance or share their experiences.</p> | <p>Children will reply back to Paddington bear on a postcard in which they will ask questions about his adventure in London.</p> <p>Children will use their questioning skills and based on the story, they will ask Paddington about his trip around London.</p> | <p>Children will enhance vocabulary by creating a word bank to include within their creative writing based on their topic of an 'Adventure to London'</p> <p>Look at a variety of pictures of landmarks to create short sentences. Describe the images and think about how you could travel into London to view these destinations.</p> <p>Focus on adjectives to extend sentences.</p> | <p>Cross Curricular with topic.</p> <p>Children create an adventure story on a trip to London.</p> <p>They will use their post cards to and from paddington bear to support their writing.</p> <p>Their build up on sentences using adjectives will expand their sentences and create in depth writing for their story.</p> | <p>Cross Curricular with topic.</p> <p>Children create an adventure story on a trip to London.</p> | <p>Cross Curricular with topic.</p> <p>Children create an adventure story on a trip to London.</p> |
| Maths | <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> | <p>Recognise and know the value of different denominations of coins and notes.</p> | <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> | <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects,</p> | <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects,</p> | <p>Recognise and name common 2-D shapes, including [for example, rectangles (including squares), circles and triangles].</p> |

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| | Count, read and write numbers to 100 in numerals. Count in multiples of 2s, 5s and 10s. | | Solve one step problems that involve addition (+) and subtraction (-), using concrete objects and pictorial representations and missing number problems such as $7 = ? - 9$ | pictorial representations and arrays with the support of the teacher. | pictorial representations and arrays with the support of the teacher. | Recognise and name common 3-D shapes including cuboids (including cubes), pyramids and spheres. |
| Science | Animals Inc Humans: Is everyone's body the same? In this lesson, children will draw a life size picture of themselves and label it. | Animals Inc Humans: Labeling parts of the body and their functions. In this lesson, children will think about the functions of different parts of the body. | Animals Inc Humans: Labeling parts of the body and their functions. In this lesson, children will think about the functions of different parts of the body. | Animals Inc Humans: What can we hear using our ears? In this lesson, children will conduct a range of experiments using their sense of <u>hearing</u> . | Animals Inc Humans: What smells do we like and dislike? In this lesson, children will conduct a range of experiments using their sense of <u>smell</u> . | Animals Inc Humans: How do we use our senses to find out about the world around us? Children will conduct a range of experiments using their senses. |
| Geography/ History | <u>London</u> <u>Why is London so green?</u> To be able to locate London on a map and describe its location. An introduction to maps. | <u>London</u> <u>Why is London so green?</u> To be able to identify and describe London parks. Use and construct basic symbols in a key. | <u>London</u> To be able to use compass points and directional language to navigate between London parks.. | <u>London</u> To be able to identify and describe a variety of geographical features in London. | <u>London</u> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | <u>London</u> .To explore seasonal weather patterns in London. |
| RE | The big question 'What is it like to live like a Jewish | What is the star of David and why is it important within | What is the Torah and how is it used in the Jewish | What is the importance of Shabbat? | How do Jewish people worship the synagogue? | Possible trip to synagogue (TBC) |

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| | <p>person?'</p> | <p>the Jewish faith?</p> <ul style="list-style-type: none"> • Know what a symbol is. • Know the meaning of the Star of David and the Menorah and why they are important symbols to a Jewish person. • Explore what is important to them and how they might represent that importance in a symbol. <p>Key religious vocabulary: Symbol, Star of David, Menorah.</p> | <p>faith?</p> <ul style="list-style-type: none"> • Know what the Torah is. • Know why the Torah is special. • Know how the Torah is treated and looked after and the reasons why it is treated in this way. <p>Key religious vocabulary: Torah, yad, kippah, tallit.</p> | <ul style="list-style-type: none"> • Know why, when and how Jewish people celebrate Shabbat. • Experience preparing and participating in a celebration. • Talk about and respond sensitively to how they felt being part of the celebration and how a Jewish child might feel being part of the Shabbat meal. <p>Key religious vocabulary: Shabbat, challah loaf.</p> | <ul style="list-style-type: none"> • Know what a synagogue is. • Know what happens inside a synagogue • Know what happens during worship. • Know and understand how the synagogue is laid out. • Know how the Torah is kept in the synagogue. • Ask and answer questions. • Talk about celebrations artefacts/objects that are important to them and say why, <p>Key religious vocabulary: Synagogue.</p> | |
| <p>ICT</p> | <p>Online Safety Use technology safely and respectfully and keeping personal information private.</p> | <p>Lesson 1: Rocket materials</p> <p>Children learn about different types of digital content before identifying the</p> | <p>Lesson 2: Rocket design</p> <p>Using online drawing software to design and label a rocket that will be made using</p> | <p>Lesson 3: Rocket building instructions</p> <p>Use the computational thinking skill of sequencing to</p> | <p>Lesson 4: Making a rocket</p> <p>Following instructions carefully in the right order to build rockets</p> | <p>Lesson 5: Rocket launching</p> <p>The home-made rockets are launched and provides the opportunity to measure how far</p> |

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| | | different parts of a rocket and making a digital list of materials they would need to build their own | mouse and keyboard skills learnt previously | work out how to order and adapt a set of instructions to build a rocket, understanding the need for them to be in the right order | designed from the previous lesson where debugging of instructions may be needed and necessary | they travel and recording the data in a spreadsheet or table to analyze |
| PE | Games Creating games Dance Exploring Gesture and Formation. Creating short dances | Games Creating games Dance Exploring Gesture and Formation. Creating short dances | Games Creating games Dance Exploring Gesture and Formation. Creating short dances | Games Creating games Dance Exploring Gesture and Formation. Creating short dances | Games Creating games Dance Exploring Gesture and Formation. Creating short dances | Games Creating games Dance Exploring Gesture and Formation. Creating short dances |
| ART/DT | Cross curricular with Science and the human body. Project: Children will create a clay version of the human body across the half term. | | | | | |

REMINDERS:

PE days for Year 1 are **Tuesdays** (Indoors/outdoor) and **Friday** (Outdoors/indoor). On PE days, Children should come to school in their PE kit with PE shoes that are suitable for indoors and outdoors.

Homework: Homework is set every Thursday (My Maths and spellings) and due back the following Tuesday. Children should be aiming to read for at least 20 minutes every day.

MyMaths is always available for extra Maths activities to do independent of what is set as homework.