

Year 1 Spring Term 1 2025 Planning Overview

	Wb 6.1.25 (4 days)	13.1.25	20.1.25	27.1.25	3.2.25	10.2.25
Literacy						
Maths	<u>Unit 6 - Numbers to 20</u> 1. Toolkit lesson 2. Count to 20 3. Understand 10	1. 11,12 and 13 2. 14,15 and 16 3. 17,18 and 19 4. Understand 20 5. One more and one less	1. Number line to 20 2. Label number lines 3. Estimate on a number line 4. Compare numbers to 20 5. Order numbers to 20	1. End of unit check <u>Unit 7 - Add/subtract to 20</u> 2. Toolkit lesson 3. Add within 20 4. Add ones 5. Number bonds to 20	1. Doubles 2. Near doubles 3. Subtract ones 4. Subtraction - count back 5. Subtract - difference	1. Fact families 2. Missing number problems 3. Word problems 4. End of unit check 5. Toolkit lesson
Science Careers - vet/radiologist Scientist - Chris Packham (Animal Conservationist) Jane Goodall (Primatologist)	<u>Seasonal walk</u> LI To be able to observe and describe weather associated with the seasons by observing and recording the weather in winter. Talk about Winter what do we know? What is the weather like? What do we wear? Record weather for that day and continue throughout week. Winter walk - what can we see? Describe what the weather is usually like in winter? Can you make observations about the weather? What do they notice about the weather this week? What has the temperature been? What has the weather been like? Vocabulary - weather, North, south, east, west, millimetres (mm), degrees centigrade (°C).	<u>Animals, including humans</u> What I know! Talk to the children about new topic. What do we already know about animals? Humans? Create a starting mind map.	LI To be able to identify and name some common animals. What is an animal? Can you name these animals? Where might we find these animals? Take the children outside to observe the types of animals in their local environment. Record what we see. Can children name the groups of animals and can they identify animals from different groups? Can the children name some common animals in their local area? Can they identify what animal group they belong to? Vocabulary - Animals, birds, reptiles, mammals, amphibians, fish and names, observe, identify.	LI To be able to describe and compare the structure of a variety of common animals. Recap groups of animals. Look at the features of animals and name. Discuss how animals are similar and different. Can the children name some of the features of animals from each group? Can children discuss how animals are similar and different? Can the children suggest ways they think animals in each group are the same and how they are different? Vocabulary - Compare, similarities, differences, observe, observations, features, mammal, amphibian, reptile, fish, bird, animal groups,	LI To be able to identify, name and sort animals that are herbivores, carnivores and omnivores. Explain what diet is. What do these animals eat? Talk about 3 diet types. What are we? Group the animals according to what they eat. Can the children explain what kind of diet they eat and offer suggestions about the diets of other animals? Can the children name some carnivores, herbivores and carnivores? Can the children sort the animals according to their diet? Can the children identify what different animals eat? Vocabulary - Herbivore,	LI To be able to sort animals according to criteria. What animals can we see? How are they the same and different? Children sort animals into groups according to a given criteria. Can the children choose their own criteria for sorting the animals? Children work in pairs or small groups to sort the images of the animals. Can the children identify animals and explain the ways they are similar and different? Can the children sort animals into groups according to a given criteria? Can the children choose their own criteria for sorting the animals? Can the children choose their own way of

	F R O G S		F R O G S	feathers, scaly skin, hair. F R O G S	carnivore, omnivore, diet, mammals, reptiles, birds, amphibians, fish, similarities, differences, sorting. F R O G S	sorting the animals based on their knowledge of Animals Including Humans? Vocabulary - Diet, structure, features, mammals, fish, birds, reptiles, amphibians, sort, legs, skin, hair, feathers, scales F R O G S
Geography/ History	<u>The lives of significant individuals in the past</u> What do we know?	LI To be able to develop an awareness of the lives of significant individuals in the past. Who are significant people in our lives? What makes them significant? Introduce the nurses. Why are they important? Do children know why any of them are significant? Vocabulary - significant, important, famous, person, people, reason, nurse.	LI To be able to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements -Florence Nightingale Who was FN? Discuss. Introduce facts, key events and where they happened. Who Was Florence Nightingale? How Did Florence Help Soldiers? How Did Florence Nightingale Improve Nursing? Vocabulary - Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Crimean War, Scutari, soldiers, injured, government, problem, solution.	LI To be able to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements -Florence Nightingale Who was FN? Discuss. Introduce facts, key events and where they happened. Who Was Florence Nightingale? How Did Florence Help Soldiers? How Did Florence Nightingale Improve Nursing? Vocabulary - Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Crimean War, Scutari, soldiers, injured, government, problem, solution.	LI To be able to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements -Mary Seacole Who was MS? Discuss. Introduce facts, key events and where they happened. Who Was Mary Seacole? How did Mary help soldiers? How Did Mary improve care? Vocabulary - Mary Seacole, cared, nursed, supplies, hospital, Crimea, Crimean War, soldiers, injured, government, problem, solution.	LI To be able to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements -Mary Seacole Who was MS? Discuss. Introduce facts, key events and where they happened. Who Was Mary Seacole? How did Mary help soldiers? How Did Mary improve care? Vocabulary - Mary Seacole, cared, nursed, supplies, hospital, Crimea, Crimean War, soldiers, injured, government, problem, solution.

<p>Art/DT</p>	<p><u>In the dark of the night</u> LI To create a starry night effect picture.</p> <p>Show the children some pictures and discuss. Model to the children how they can mix colours and the splatter effect they could use to add several small 'stars'.</p> <p>What does a starry night look like? What colours might you see? What colours have artists used? How have they shown it is night?</p> <p>Vocabulary - stars, night, effect, colours, paint, splatter, brushstrokes, mix, tints, tones.</p>	<p>LI To be able to compare artists work.</p> <p>Compare and contrast Munch v Van Gogh</p> <p>Look at these two paintings. How are they the same and different? What do you like or not like about the paintings?</p> <p>Vocabulary - compare, contrast, Munch, Van Gogh, like, dislike, paint, texture, describe.</p>	<p>LI To be able to use colour, texture, and line in a cityscape.</p> <p>Starry night with paint.</p> <p>What type of marks did he use in this painting? What colours did he use? How can you tell that this is a painting of a night-time scene? What are the main colours that van Gogh has used to create this night-time painting?</p> <p>Vocabulary - blue, yellow, painting, night-time, cityscape, brushstrokes, swirls, van Gogh,</p>	<p>LI To be able to use colour, texture, and line in a cityscape.</p> <p>Starry night with pastels.</p> <p>What type of marks did he use in this painting? What colours did he use? How can you tell that this is a painting of a night-time scene? What are the main colours that van Gogh has used to create this night-time painting?</p> <p>Vocabulary - blue, yellow, painting, night-time, cityscape, brushstrokes, swirls, van Gogh,</p>	<p>LI To be able to use colour, texture, and line in a cityscape.</p> <p>Starry night with paint/wax resist.</p> <p>What type of marks did he use in this painting? What colours did he use? How can you tell that this is a painting of a night-time scene? What are the main colours that van Gogh has used to create this night-time painting?</p> <p>Vocabulary - blue, yellow, painting, night-time, cityscape, brushstrokes, swirls, van Gogh,</p>	<p>LI To be able to use colour, texture, and line in a cityscape.</p> <p>Recreate starry night.</p> <p>What type of marks did he use in this painting? What colours did he use? How can you tell that this is a painting of a night-time scene? What are the main colours that van Gogh has used to create this night-time painting?</p> <p>Vocabulary - blue, yellow, painting, night-time, cityscape, brushstrokes, swirls, van Gogh,</p>
<p>Music</p>	<p><u>Music Express - 1. Animals</u> LI: To understand pitch, and how to make high and low vocal sounds</p> <p>Children will discover that 'high' and 'low' relate to pitch and not to volume, eg the bear may make a quiet, low growl or a loud, low growl; but the pitch remains the same..</p> <p>Can you relate pitch to high low body posture?</p> <p>Vocabulary - pitch, high, low, vocal sounds, vocal cords</p>	<p>LI: To understand pitch by singing a song with high and low melodies.</p> <p>Children will focus on the pitch changes in the music, they will move their hands up as they hear the high pitches and move hands down as they hear the low pitches.</p> <p>Can you identify and play high and low pitches in music?</p> <p>Vocab- pitch, high, low, vocal sounds, vocal cords, melody</p>	<p>LI: To Explore and developing an understanding of pitch using the voice and body movements</p> <p>Working in small groups, with a conductor who points to the animal score cards one at a time, children will learn to direct a performance.</p> <p>Can you recognise pitch changes? Can you perform pitch changes and contrasts?</p> <p>Vocab- pitch, high, low, vocal sounds, vocal cords, melody</p>	<p><u>2. Our bodies</u> LI: To perform a steady beat at two different speeds.</p> <p>Children listen to a song and mark the steady beat with actions using alternative sides of the body.</p> <p>Can you respond to change of mood in a piece of music with a slow and fast steady beat?</p> <p>Vocab - Beat ,Tempo , slow/fast, slower/ faster Timbre . spooky, scary, bright, cheery</p>	<p>To identify a repeated pattern</p> <p>Children will use actions to mark a steady beat in a song and see if they can hear recurring rhythms and patterns.</p> <p>Can you combine a rhythm pattern and a steady beat?</p> <p>Vocab - Beat ,Tempo , slow/fast, slower/ faster, repeated pattern, steady beat.</p>	<p>LI: To identify a repeated rhythm pattern</p> <p>Children will listen to a song and play the steady beat on body percussion. They will then listen to a song with repeated phrases. They will finally perform a steady beat for a Northumbrian folk tune.</p> <p>Can you combine a rhythm pattern and a steady beat?</p> <p>Vocab - Beat ,Tempo , slow/fast, slower/ faster, repeated pattern, steady beat.</p>

<p>PE</p>	<p>LI: Use counts of 8 to move in time and make my dance look interesting.</p> <p>Dancing with the weather as a stimulus.</p> <p>Can you use levels to make your dance look interesting?</p> <p>Can you count evenly to the beat?</p> <p>Can you use clear actions?</p> <p>Vocab: dance, beat, counts, time</p>	<p>LI: Use counts of 8 to move in time and make my dance look interesting.</p> <p>Dancing with the weather as a stimulus.</p> <p>Can you use levels to make your dance look interesting?</p> <p>Can you count evenly to the beat?</p> <p>Can you use clear actions?</p> <p>Vocab: dance, beat, counts, time</p>	<p>LI: To explore pathways in my dance.</p> <p>Can you draw the shape of the pathway as you travel?</p> <p>Can you use a change of direction and speed to make your dance look interesting?</p> <p>Vocab: pathways, direction, 'stay in time'</p>	<p>LI: To create my own dance using, actions, pathways and counts.</p> <p>Can you discuss and share ideas with a partner to create your actions?</p> <p>Can you use counts of 8 to help you stay in time with the music and each other?</p> <p>Vocab: actions, pathways, partner, actions, counts.</p>	<p>LI: To explore speeds and actions in our pirate inspired dance.</p> <p>Can you use clear actions?</p> <p>Can you use counts of 8 to help you stay in time with the music and each other?</p> <p>Vocab: actions, pathways, partner, actions, counts.</p>	<p>LI: To copy, remember and repeat actions that represent the theme.</p> <p>Can you use clear actions?</p> <p>Can you use expression to help to tell the story?</p> <p>Vocab: actions, pathways, partner, actions, counts.</p>
<p>RE</p>		<p>God - Islam Beliefs about God. LI: To discuss ways of believing and where we get this information from.</p> <p>Discuss what we know about any God's we have learnt about so far. How do we know his characteristics? What characteristics might he have? Why do we think this?</p> <p>What do we think God is like? Can you describe his characteristics? Could your ideas come from previous learning? Experiences? Or even faith?</p> <p>Vocab- God, characteristics,</p>	<p>Muslim Beliefs about God: One God (Tawhid) LI: To understand Muslims believe in one God who is unique and indivisible.</p> <p>Children will explore the idea of oneness and indivisibility eg, building a house out of different shapes that fit together.</p> <p>How many names does Allah have?</p> <p>Vocab - indivisibility, God, powerful, strong, Allah</p>	<p>Creation and Harmony LI: To be able to retell the Muslim creation story.</p> <p>Children will learn the Muslim creation story. They will compare and contrast the story to the Christian version before retelling it.</p> <p>What are the similarities? What are the differences? What might this mean for Christian and Muslim beliefs about God?</p> <p>Vocab- harmony, creation, compare, contrast, beliefs</p>	<p>Human Beings and the straight path. LI: To understand how Muslims follow Shariah.</p> <p>Children will run a race. One with obstacles, one with out and decide which one was easier? And why?</p> <p>How does following a straight path help? Why do people want to live like this? How can we change our lives to follow Shariah?</p> <p>Vocab- Shariah, help, reflecting, God, Muslims.</p>	<p>Prophet Muhammed and the Qur'an LI: To retell the story of the Prophet Muhammed.</p> <p>Children will be introduced to the Prophet Muhammed and how he received the Qur'an. Children will discuss emotions and retell the story.</p> <p>How would Muhammed have felt? How do the Qur'an and the Prophet Muhammad help Muslims follow the straight path (shariah) so that they can make sure everything is in harmony? What might this mean for how they treat the Qur'an and the Prophet Muhammad?</p> <p>Vocab- harmony, Qur'an,</p>

		Christianity, Islam				Angel Jibril, Shariah
Computing	<p>Mind Map What do we know? Children to write down all they know about digital writing on a mind map</p>	<p>Digital Writing</p> <p>LI: To use a computer to write</p> <p>Children will familiarise themselves with a word processor and think about how they might use this application in the future. The children will also identify and find keys, before adding text to their page by pressing keys on a keyboard.</p> <p>Can you open a word processor? Can you recognise keys on a keyboard? Can you identify and find keys on a keyboard?</p> <p>Vocab: word processor, keys, keyboard, text, cursor</p>	<p>LI: To add and remove text on a computer</p> <p>Children will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The Children will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the Backspace key to remove text from the computer.</p> <p>Can you enter text into a computer? Can you use letter, number, and Space keys?</p> <p>Vocab: word processor, keys, keyboard, text, cursor, backspace</p>	<p>LI: To identify that the look of text can be changed on a computer</p> <p>Children will begin to explore the different tools that can be used in word processors to change the look of the text. Children will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. Children will match simple descriptions to the related keys.</p> <p>Can you type capital letters? Can you explain what the keys that I have already learnt about do? Can you identify the toolbar and use bold, italic, and underline?</p> <p>Vocab: word processor, keys, keyboard, text, cursor, backspace, capital letters.</p>	<p>To make careful choices when changing text</p> <p>Children will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The Children will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.</p> <p>Can you select a word by double-clicking? Can you select all of the text by clicking and dragging? Can you change the font?</p> <p>Vocab: word processor, keys, keyboard, text, cursor, backspace, capital letters, font</p>	<p>To explain why I used the tools that I chose</p> <p>Children will begin to justify their use of certain tools when Children will decide whether the changes that they have made have improved their writing and will begin to use 'Undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging.</p> <p>Can you say what tool I used to change the text? Can you decide if my changes have improved my writing?</p> <p>Vocab: word processor, keys, keyboard, text, cursor, backspace, capital letters, font</p>
PHSE		<p><u>Dreams and Goals</u> My Treasure Chest of Success I can set simple goals. I can tell you about a thing I do well.</p> <p>Jigsaw charter Connect us</p>	<p>Steps to Goals I can set a goal and work out how to achieve it I can tell you how I learn best</p> <p>Jigsaw charter Connect us There's a space on my</p>	<p>Achieving Together I understand how to work well with a partner I can celebrate achievement with my partner</p> <p>Jigsaw charter Connect us</p>	<p>Stretchy Learning I can tackle a new challenge and understand this might stretch my learning I can tell you how I feel when I am faced with a new challenge</p>	<p>Overcoming Obstacles I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them</p> <p>I can explain how I feel</p>

		<p>Silent treasure Calm me Open my mind Tell me, show me</p> <p>How did you manage to achieve the success? How does it feel to have achieved this goal? Do you see success in this picture? Why or why not? What is your special success? How do you feel when you achieve a goal?</p> <p>Vocabulary - proud, success, achievement, goal, treasure, coins</p>	<p>right (game) Calm me Open my mind Sing 'For me' Tell me, show me Challenge</p> <p>Can you choose someone you wouldn't usually choose? Does your mind feel calm and ready to learn? What do you think this song means? Can they tell Jigsaw Jack about how they learn?</p> <p>Vocabulary - goal, learning, stepping stones, process, garden, dreams</p>	<p>Paired fruit salad Calm me Mirror activity Design a welly</p> <p>What do you need to do to make this game work when your arms are linked? Is it easier to play this game when you are not joined to a partner? What does this tell us about how we work with a partner? How did it feel to be joined to a partner for this game? How does it feel to be the leader? How does it feel to be the mirror? What does this tell us about working well with a partner? How easy is it to work with your partner? Is anything difficult about this?</p> <p>Vocabulary - working together, team work, achievement, celebrate</p>	<p>Jigsaw charter Connect us Pass the smile Calm me Tell me, show me Challenge</p> <p>How does this game make you feel? How does it feel to receive a smile? Do you have kind eyes when you pass on your smile? How does it feel when we start to learn something new? (Scary, nervous, exciting.)</p> <p>Vocabulary - learning, stretchy, challenge, feelings</p>	<p>when I face obstacles and how I feel when I overcome them</p> <p>Jigsaw charter Connect us Pass the squeeze Calm me Sing 'For me' Read 'Pauli's Journey' Act out the journey</p> <p>How does it feel to receive a squeeze? Can you pass a squeeze AND a smile? How can we help each other when we find things difficult? How can we help each other to reach our goals? How does it feel to overcome obstacles and reach your goal?</p> <p>Vocabulary - challenge, obstacle, overcome, achieve, goal, stepping stones</p>
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