



Year 1	Term/Topic: Spring Term Bright Lights Big City
Subject	Key end points in learning
English-Reading	Ue, ue, ew, ew, k before y i e, ie ie igh, or, ore, aw, au, air, prefix un, ear, ear, are, y, ph, wh, e, o,
English - Writing	<p><u>Paddington</u></p> <p>I can write instructions.</p> <p><u>Katie in London</u></p> <p>I can create a pamphlet.</p> <p>I can retell a story.</p> <p><u>Jack and the Beanstalk</u></p> <p>I can retell a story.</p> <p><u>SPAG</u></p> <ul style="list-style-type: none"> • Adjectives • Main Clauses • Pronouns • Conjunction – and • Finger spaces • Capital letters • Full Stops • Nouns • Question • tense
Maths	<p><u>Unit 7 Numbers to 20</u></p> <p>I can count using 10s and 1s.</p> <p>I can count one more and one less.</p> <p>I can compare numbers of objects.</p> <p>I can compare and order numbers.</p> <p><u>Unit 8 Addition and Subtraction to 20</u></p> <p>I can add and subtract by counting on or back.</p> <p>I can add and subtract using number bonds.</p> <p>I can use doubles and near doubles.</p> <p>I can find a difference Solve word problems.</p>



	<p><u>Unit 9 Numbers to 50</u></p> <p>I can count up to 50.</p> <p>I can compare numbers to 50</p> <p>I can order numbers</p> <p>I can count in 2s and 5s</p> <p>I can solve word and picture problems</p> <p><u>Unit 10 Length and Height</u></p> <p>I can compare lengths and heights of objects.</p> <p>I can use non-standard units to measure objects.</p> <p>I can measure with a ruler.</p> <p>I can solve word problems about length.</p> <p><u>Unit 11 Mass and Capacity</u></p> <p>I can compare the mass of objects.</p> <p>I can weigh objects Compare the capacity of objects.</p> <p>I can measure capacity.</p> <p>I can solve word problems about mass and capacity.</p>
Science	<p><u>Seasons - one lesson done every season.</u></p> <p>I can name all four seasons</p> <p>I can talk about what changes over Spring in the environment</p> <p>I can explain how the weather changes over Spring</p> <p>I can say how the length of day changes over Spring</p> <p>I can talk about my findings and what I have found out.</p> <p><u>Everyday Materials</u></p> <p>I can describe materials using my senses</p> <p>I can describe materials using my senses, using specific scientific words</p> <p>I can explain what material objects are made from</p> <p>I can explain why a material might be useful for a specific job</p>



	<p>I can name some different materials</p> <p>I can sort materials into groups by a given criteria</p> <p>I can explain how solid shapes I be changed by squashing, bending, twisting and stretching</p> <p>I can use simple scientific words to answer questions.</p> <p>I can complete simple test.</p> <p>I can sort and groups objects, materials and living things.</p> <p>I can use scientific language to ask and answer a question.</p>
Computing	<p><u>Programming A - Moving a Robot</u></p> <p>I can recall words that can be enacted</p> <p>I can explain what a given command does</p> <p>I can match a command to an outcome</p> <p>I can run a command on a floor robot</p> <p>I can understand that a program is a set of commands that a computer can run</p> <p>I can choose a series of commands that can be run as a program</p> <p>I can build a sequence of commands in steps</p> <p>I can combine commands in a program</p> <p>I can run a program on a device</p> <p><u>Data and Information – Grouping Data</u></p> <p>I can collect simple data</p> <p>I can show that collected data can be counted</p> <p>I can describe the properties of an object</p> <p>I can choose an attribute to group objects by</p> <p>I can explain that objects can be grouped by similarities (attribute)</p> <p>I can describe a group of objects (based on commonality)</p> <p>I can recognise that information can be presented in different ways</p>
Geography	<p>I can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I can use basic geographical vocabulary to refer to key physical features (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop).</p> <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>I can use locational and directional language to describe the location of features and routes on a map.</p>



	<p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>I can devise a simple map; and use and construct basic symbols in a key</p> <p>I can identify hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
History	<p>I can talk about events beyond living memory for example The Great Fire of London.</p> <p>I can talk about the lives of significant individuals in the past who have contributed to national and international achievements (Queen Elizabeth II and King Charles)</p> <p>I can talk about significant historical events, people and places in their own locality.</p>
Art	<p><u>Playful Making</u></p> <p>I can explore materials and intention through a playful approach</p> <p><u>Exploring Watercolour</u></p> <p>I can explore watercolour.</p> <p>I understand that we can use accidental marks to help us make art.</p>
DT	<p><u>Mechanisms - Taxi!</u></p> <p>I can design a taxi that is useful and looks good.</p> <p>I can think of ideas and explain them in different ways.</p> <p>I can explore and use wheels and axels in the things I make.</p> <p>I can select the appropriate materials to make my taxi.</p> <p>I can evaluate my product and explain ways I can make it move more effectively.</p>
Music	<p><u>In the Groove (Spring 1)</u></p> <p><u>Round and Round (Spring 2)</u></p> <p>I can listen to a piece of music identifying if it is fast or slow, happy or sad.</p> <p>I can state what they like or dislike about a piece of music.</p> <p>I can talk about a song/pieces of music which I enjoy.</p> <p>I can make sounds in different ways including hitting, blowing and shaking.</p> <p>I can perform with an awareness of others (e.g. take turns in a performance and sing/play with peers).</p> <p>I can sing with a sense of shape and melody.</p> <p>I can copy a simple rhythm by clapping or using percussion.</p>



	<p>I can begin to represent sounds with drawings.</p>
R.E	<p><u>Who is Jewish and how do they live?</u></p> <p>I can identify the symbol of Judaism.</p> <p>I can identify the sacred text for Jewish people 'Torah'</p> <p>I can identify Jewish objects.</p> <p>I can identify why the Torah is special.</p> <p>I can learn about a Jewish leader 'Rabbi'.</p> <p><u>What do Christians believe God is like?</u></p> <p>I can explain who Jesus is.</p> <p>I can learn about the parables.</p> <p>I understand the story of Jonah and the big fish.</p>
P.E	<p><u>Real PE Creative (Spring 1)</u></p> <p>Coordination: Ball Skills</p> <p>I can sit and roll a ball along the floor around my body using 2 hands.</p> <p>I can sit and roll a ball along the floor around my body using 1 hand (right and left).</p> <p>I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands.</p> <p>I can stand and roll a ball down to my toes and back up, then round my upper body using 2 hands.</p> <p>Counter Balance: With a Partner</p> <p>I can sit holding hands with a partner with toes touching, leaning in together and then apart.</p> <p>I can sit holding 1 hand with a partner with toes touching, leaning in together then apart.</p> <p>I can sit holding hands with a partner, toes touching and rock forwards, backwards and side to side.</p>



	<p><u>Real Gym (Spring 1)</u></p> <p>I can perform basic sequences with body shapes and balances on low and large apparatus, using space safely and recognising simple technical words (e.g. roll, travel and balance).</p> <p><u>Real PE Personal (Spring 2)</u></p> <p>Coordination: Footwork</p> <p>I can side-step in both directions, gallop, leading with either foot, hop on either foot, and skip.</p> <p>Static Balance: One Leg</p> <p>I can maintain balance and on both legs stand still for 10 seconds.</p> <p><u>Real Dance (Spring 2)</u></p> <p>I can perform a dance sequence with a partner using all previous skills learnt in last teaching sequence.</p>
PSHE	<p><u>What helps us stay healthy?</u></p> <p>I can explain what being healthy means.</p> <p>I can identify who helps me to stay healthy.</p> <p>I can recognise why we use medicines.</p> <p>I understand why hygiene is important to stop germs being passed on.</p> <p>I can recognise what I can do to take care of myself on a daily basis.</p> <p><u>What can we do with money?</u></p> <p>I understand what money is.</p> <p>I know how money is obtained.</p> <p>I can understand how people make choices about what to do with money.</p> <p>I can recognise the difference between needs and wants.</p> <p>I can identify how to keep money safe.</p>