

Engage:

Express:

Literacy

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words
- read words containing taught GPCs and -s, -es, -ing, -ed, -endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Develop pleasure in reading, motivation to read, vocabulary and understanding

Explain clearly their understanding of what is read to them

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard

Physical Development

Dance:

To explore moving different body parts singly and in combination

To move body parts in different ways, then use this to create simple dances consisting of 3 or 4 movements

To show movement and stillness through different body parts

To create and perform own simple dance sequences

Gym:

To be able to jump in different ways

To be able to balance in a variety of ways

To balance with a partner

To perform a variety of stretches using hand equipment

To be able to travel and balance taking weight on hands and feet

To be able to travel at different levels

Personal, Social and Emotional Development

PSCHE: Going for Goals

Children should learn to:

Take responsibility for their successes and when things go wrong

Wait for what they want; persistence (keeping going)

Showing resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure

Set, monitor and achieve goals

R.E.: Festivals

Children should learn that:

a festival is a time of celebration and explore both sad and happy memories

there are common elements in most celebrations (e.g. food, clothes, gifts, cards, family gatherings, saying "thank you")

religious festivals concern significant events from the

SPRING TERM 1 2016

Objectives

Singlegate Time Travellers -

Our Giant Leap...

Year 1

Mathematics

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

- recognise and use language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Understanding the World

HISTORY: Lives of significant individuals – Neil Armstrong

Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Some should be used to compare aspects of life in different periods

SCIENCE: Cross-curricular, Ourselves and Growing

Identify and name basic body parts

Learn how humans change as they grow

Know the names of common animals and their young

Work scientifically, including:

asking simple questions and recognising that they can be answered in different ways

observing closely, using simple equipment

performing simple tests

identifying and classifying

using their observations and ideas to suggest answers to questions

gathering and recording data to help in answering questions.

Computing: Digital Literacy

Identify letters, numbers and punctuation on a keyboard and use them to type efficiently

Combine text, images and sound to retell a story.

Compose music, evaluate the effect and review my choices

Record sounds for a purpose and reflect on their impact

Expressive Arts and Design

ART: Print-making

Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.

Demonstrate experience at impressed printing: drawing into ink, printing from objects.

Use equipment and media correctly and be able to produce a clean printed image.

Explore printing in relief: Sting and card.

Begin to identify forms of printing: Books, posters pictures, fabrics.

Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Look at and talk about own work and that of other artists and the techniques they had used.

Music:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes