

**Engage:**

**Express:**

### Literacy

Pupils should be taught to:  
Spoken language

Ask relevant questions to extend their understanding and knowledge

Maintain attention and participate actively in collaborative conversations, staying on the topic and initiating and responding to comments

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Participate in discussion, presentations, performances, role play, improvisations and debates

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Writing

Compose a sentence orally before writing it  
Sequence sentences to form short narratives

Read aloud their writing clearly enough to be heard by their peers and the teacher

Assay out loud what they are going to write about

Re-read what they have written to check that it makes sense

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Reading

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Link what they read or hear to their own experiences

Check that the text makes sense to them as they read and

## Personal, Social and Emotional Development

### PSCHE: Good to be me

Doing something to be proud of

Responding in an assertive way

Helping someone with a worry

Stopping and thinking when they are angry

### R.E.: Islam

To know that Allah is the Islamic name for God

To know that Muslims believe that Allah is the one true God and that he is the Creator who provides all things

To learn about Islamic values including

- home and family life for children
- respect for each other, parents, elders and children
- honesty and good manners
- responsibility for all creation

## SPRING TERM 1 2018

### Objectives

## PAWS, CLAWS AND WHISKERS

### Year 1

## Physical Development

### Dance (3):

Explore changes of speed, level and direction using the 5 basic actions (travel, gesture, jump, balance and turn)

Explore changes of size in partner dances

Create a short dance with a partner using one change of level and one change of speed

### Games (2):

To move safely and actively about the space

To throw and catch underarm individually and with a partner

To throw overarm on own to a target

Retrieve a ball and return it to a partner

Track and intercept a ball

Play a game with a partner using throwing and retrieval skills

To perform a sequence of 3-5 movements with a partner

## Mathematics

Please see weekly objectives

## Understanding the World

### GEOGRAPHY:

Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this level stage

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map; and use and construct basic symbols in a key

### SCIENCE: Animals including ourselves

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Identify and classify

Gather and record data to help in answering questions

Perform simple tests

### Computing: Multimedia

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

## Expressive Arts and Design

### ART:

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Learn about 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

Develop a wide range of art and design techniques in using colour, pattern, textures, line, shape, form and space  
Use a range of materials creatively to design and make products

### D&T

Design purposeful, functional, appealing products for themselves and other users based on design criteria

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Music: Singing

Children should learn to play tuned and un-tuned instruments musically