**Critical Path - Creative Value: Respect YEAR 1- LH Term: Spring 2**

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| **Literacy**  **Theme** | Adventure/Quest/ Patterned and repeated language | | | | | | Non-fiction/ research/information text | | Poetry- composing  and rehearsing phrases and sentences  orally |
| **Texts** | CLPE Power of Reading Sequence  The Way Back Home  Oliver Jeffers | | | | | | CLPE Power of Reading Unit  10 Ways to look after the World  Melanie Walsh  (Non-Fiction) | | Poem: ‘The Treasures’ by Clare Bevan (‘Poems to Perform’ ed Julia Donaldson) |
| **Written Outcomes** | Create a story map  Include story actions and adverbials of time to sequence.  Story retelling from story map  Sequence sentences to write a narrative  Re-read/ edit; read aloud to a peer | Re write ‘The Way Back Home’ in their own words  Include story actions and adverbials of time to sequence.  Story retelling from story map  Sequence sentences to write a narrative | | | Create a fact file about a planet | | * Conservation posters * Labels and captions for recycling displays and areas * Information Writing * Bookmaking | * Poetry * Call and response poem * In pairs rehearse performing verses as a call and response poem, * \*Session 16: Responding to imagery and expanding vocabulary * Learning Objectives: * • Children begin to learn a poem by heart, appreciating and reciting it, with appropriate intonation to make the meaning clear | |
| **SPaG**  **Focus** | * Spell the days of the week and CEW words | * Suffix -s * Suffix-es | | | * Spelling CEW words * Application of phonic knowledge | | * Question marks * Punctuate two sentences using capital letters and full stops | * Suffix \_ing | |
| **Geography**  UK weather | What is the weather like in the UK? | | | | | | | | |
| Where is the UK?  WALT: locate the four countries of the UK  IAT: locate Europe on a world map.  IAT: locate the UK on a world map.  IAT: locate the four countries of the UK on a map.  IAT: recall which of the four UK countries I live in  UK  United Kingdom  locate  capital city  world map  four countries  Europe  map  atlas/atlases  location  land  coastline  Irish Sea  country  continent  Knowledge Catcher-Assessment - Geography Y1: What is the weather like in the UK? | What are the four seasons?  WALT: identify seasonal changes in the UK  IAT: name the four seasons.  IAT: identify the current season.  IAT: describe some of the changes in each season.  season  climate  weather  map  locate  What are the compass directions?  WALT: identify the four compass directions.  IAT: name the four compass directions as north, east, south and west  IAT: describe the location of features using simple compass directions  IAT: explain the arrow on a compass always points north  location  locate  direction  compass  north, east, south, west | | | What is the weather like today?  WALT: investigate daily weather patterns  IAT: describe different types of weather.  IAT: measure different types of weather in different ways  IAT: use compass directions to describe the weather in different locations  rain gauge  thermometer  temperature  weather  season  weather vane | | Is the weather the same everywhere in the UK?  WALT: identify daily weather patterns in the UK  IAT: locate the country I live in  IAT: locate the capital city of the country I live in  IAT: begin to locate the capital cities of each country in the UK  IAT: explain that the weather is not the same everywhere in the UK  Equator  North Pole  South Pole  Weather forecast  map  atlas  location  locate  capital city  direction | How do people prepare for the weather?  WALT: understand how the weather changes with each season  IAT: describe the weather in each season  IAT: suggest what people might wear in each season  IAT: suggest activities people might do in each season  locate  capital city  season  climate  weather  Assessment - Geography Y1 update:  What is the weather like in the UK? | |
| **Art and Design/ D&T**  Sculpture and 3D paper play | Key Question: How can I design and make a 3D sculpture? | | | | | | | | |
| How can I design a simple sculpture using paper cylinders?  WALT: roll paper to make 3D structures  IAT: roll paper to make a cylinder.  IAT: combine paper cylinders to make a sculpture.  IAT: adapt my ideas as I work  cylinder  sculpture  three-dimensional  explore  attach  Samantha Stephenson | | | How can I fold and roll paper to make a 3D picture?  WALT: shape paper to make a 3D drawing  IAT: fold and roll paper to create 3D shapes.  IAT: choose how to arrange the paper shapes to make a 3D drawing.  IAT: overlap paper strips on my 3D drawing  3D drawing  concertina  overlap  spiral  zigzag  rolling  folding  scrunching | | How can I apply my paper-shaping skills to make an imaginative sculpture?  WALT: apply paper-shaping skills to make an imaginative sculpture  IAT: plan a sculpture by drawing my ideas first  IAT: use at least three different techniques for shaping paper  IAT: add detail to my tree  Tree of Life  Marco Balich  carving  mosaic | | How can I plan and create the legs and body of the spider?  WALT: work collaboratively to plan and create a sculpture  IAT: work cooperatively.  IAT: create different parts of a sculpture.  IAT: secure parts of the sculpture together.  IAT: show I understand that 3D sculpture can be created from a range of materials  Louise Bourgeois  ‘Maman’ sculpture  bronze  metal  struts  How can I choose tools to paint large areas, finish and decorating the class sculpture of a spider?  WALT: apply painting skills when working in 3D  IAT: use different tools to paint with.  I can work as part of a collaborative project.  I can paint onto 3D surfaces using appropriate methods  Metallic paint  dab  sponge/sponges  stable  similar/different | |
| **Computing**  Kapow  Year 1 > Key Stage 1 > Computing > Creating Media  Digital Imagery | Key Question: What is a photo story and how can I plan one? | | | | | | | | |
| Why is it important for the pictures to be in the correct order? How can I tell a story without text?  WALT: understand and create a sequence of pictures  IAT: explain what is happening in a pictorial story  IAT: recognise the importance of sequencing  IAT: explain that sequencing is important in Computing  IAT: plan my own pictorial story  image  photograph  photo story  sequence | | | How can I create a good, clear photo?  WALT: take clear photos  IAT: get down to the level of my character  IAT: look at the screen and check what is in frame  IAT: press the button carefully to ensure nothing changes  IAT understand that moving can create a blurred image  IAT ensure that my surroundings are bright enough  camera  delete  image  photograph | | How can I edit the photo and what effects will I be using and why?  What does this effect do?  WALT: edit photos  IAT: explain that photos can be changed after they have been taken  IAT: identify ways to improve my photo  IAT: crop, resize and add a colour filter to my photo  camera  crop  edit  editing software | | How do I draw shapes? How do I edit shapes?  WALT: search for images and import them  IAT: know images can be found online  IAT think of a keyword to search with  IAT explain and know what to do if I find something uncomfortable  drag and drop  edit  image  import  internet  keyword  online  props | |
| **RE**  Colour key: Making sense Understanding impact Making connections  Our Friend Jewish celebrations: | 1.1 What do Christians believe God is like? (Referenced to Gloucestershire Agreed Syllabus) | | | | | | | | |
| Can you retell the story in the correct order?   * WALT: retell the story of the Lost Son from the Bible simply * Give clear, simple accounts of what the story means to Christians | | What is a parable and why did Jesus tell parables?   * WALT: explain what a ‘parable’ is * Identify the hidden meaning in the story of the Lost Son * recognise a link with the Christian idea of God as a forgiving Father. * Give clear, simple accounts of what the story means to Christians | | | What does the parable tell Christians about what God is like?   * WALT: give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) | | How do Christians show their belief in God as loving and forgiving in their own lives?   * WALT: give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)   How do Christians put their beliefs into practice in worship? Can I  learn anything from the story for myself and my own life?   * WALT: Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas   Give a reason for the ideas they have and the connections they make. | |

**Critical Path - Other Value: Respect YEAR 1-LH Term: Spring 2**

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| **Maths** | Addition and Subtraction (Within 20) Place Value (Within 50) + Length and Height Mass and Volunme | | | | | | | | | | | | | |
| * End of Unit Assessment * Step 1 Add by counting on within 20 * Step 2 Add ones using number bonds * Step 4 Doubles * Step 3 Find and make number bonds to 20 | * Step 5 Near doubles * Step 6 Subtract ones using number bonds * Step 7 Subtraction – counting back * 8 Subtraction – finding the difference * End of unit assessment | | | | * Step 1 Count from 20 to 50 * Step 2 20, 30, 40 and 50 * Step 3 Count by making groups of tens * Step 4 Groups of tens and ones * Step 5 Partition into tens and ones | | | * Step 6 The number line to 50 * Step 7 Estimate on a number line to 50 * Step 8 1 more, 1 less * End of Unit Assessment * Step 1 Compare lengths and heights | | | | | * Step 2 Measure length using objects * Step 3 Measure length in centimetres * End of unit assessment * Step 1 Heavier and lighter * Step 2 Measure mass |
| **Science** | Biology A-Plant-winter  How do the things I plant change over time? | | | Key question: Why is it important that we care for our planet? | | | | | | | Key question: What are the main changes in this season? | | | |
| Why have you kept your plant inside during winter?  WALT: plants need to be kept in a warmer temperature, such as the classroom, in  order to grow.  Winter  Plant  Seed  Leaf  Stem  Roots  Predict | | | Why is it important that we care for our planet?  WALT: explain why it is important to care for planet earth  Earth  Planet  Plant  Animal  Consequences  Sustainable  Helpful  Harmful | | | How can we care for our planet?  WALT: think about things we can  do to care for the planet,  Responsibility  Care  Material  Recycle  Reuse  Lifestyle | | | | | What happens to some trees in spring?  What is the weather like in spring?  WALT: look at and describe seasonal changes in spring.    Spring  Daylight  Night  Weather  Season | | |
| PE  Pro-Stars (PPA Cover)  Sport’s Coaches  Year 1 – Spring 2 – Balance & Control – Striking (Net Games) | Key question: Can I strike a ball with control and accuracy? | | | | | | | | | | | | | |
| Can I handle a tennis racket to strike a ball?  **WALT:** aim and strike an object towards a set target  IAT: balance a ball on a racket with control | | Can I strike a ball with accuracy?  **WALT:** recognise and begin to use space in games  IAT: attempt to strike a ball over and beyond a target | | Can I strike and control a ball with my hands?  **WALT:** attempt to 'set' a ball in the air repetitively (Volleyball)  IAT: aim and strike an object towards a set target | | | | | Can I combine movement with striking a ball?  **WALT:** balance a ball on a racket with control  IAT: recognise and begin to use space in games | | | Can I dribble with speed and accuracy in competitive situations?  WALT: dribble around various cones and objects  IAT: travel whilst moving a ball with your feet or apparatus | |
| Year 1 – Spring 2 – Ball Control (Invasion) | Key question: What are Invasion Games? | | | | | | | | | | | | | |
| What is speed and agility?  **WALT:** move fluently, changing direction & speed easily  IAT: use different movements, speeds & pathways | | Can I combine movements with passing and agility?  **WALT:** recognise space in games  IAT: consolidate passing and receiving | | Can I use speed and agility in team games?  **WALT:** describe and copy what others are doing  IAT: move fluently, changing direction & speed easily | | | | | Can I use my movement skills to locate space?  **WALT:** use different movements, speeds & pathways  IAT: recognise and use awareness of space in games | | | Can I pass and receive to a stationary target?  **WALT:** consolidate passing and receiving skills  IAT: describe and copy what others are doing | |
| PSHE  Scarf  Valuing Difference  Including  British Values | Key Question: What is good about people being similar and different? | | | | | | | | | | | | | |
| <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/same-or-different-1>  Scarf Lesson Title:  Same or different?  How are people different?  How are people similar?  What is good about people being different?  WALT: identify the differences and similarities between people;  Empathise with those who are different from ourselves;  Begin to appreciate the positive aspects of these differences.  **Know Ourselves**  Similar  Different  Talents  Equal  Celebrate  respect | | | <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-school-rules-1>  Scarf Lesson Title:  Harold’s school rules  What is fair?  What is unfair?  Do things sometimes seem unfair even though they are not?  WALT: explain some of our school rules and how those rules help to keep everybody safe.  Rules  Fair  Unfair  Safe  Agree  Mutual respect | | | | <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-not-fair>  Scarf Lesson Title:  It’s not fair!  Why do some people see something as unfair and other  people see it as fair??  WALT: recognise and explain what is fair and unfair, kind and unkind;  Suggest ways they can show kindness to others.  Kind  Unkind  Kindness  bullying | | | | <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-are-our-special-people>  Scarf Lesson Title:  Who are our special people?  WALT: identify some of the people who are special to them;  Recognise and name some of the qualities that make a person special to them.  Special people  Belong  Care  Protect  Feelings  Happy  Angry  Scarf Lesson Title:  Our special people balloons?  WALT: recognise that they belong to various groups and communities such as their family;  Explain how these people help us and we can also help them to help us.  Communities  Different families | | |