**Critical Path - Creative YEAR 1 Term: Spring 2**

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|  | **1**  | **2** | **3**  | **4**  | **5** | **6** |
| **Literacy****Theme** | Non-fiction/research/information text | Adventure/Quest/ Patterned and repeated language | Non-fiction/ research/ information text | Poetry- composingand rehearsing phrases and sentencesorally |
| **Text** | CLPE Power of Reading SequenceThe Emperor’s Eggby Martin Jenkins and Jane Chapman (Walker) | CLPE Power of Reading SequenceThe Way Back HomeOliver Jeffers | CLPEPower of Reading Unit10 Ways to look after the World Melanie Walsh (Non-Fiction) | Poem: ‘The Treasures’ by Clare Bevan (‘Poems to Perform’ ed Julia Donaldson) |
| **Written Outcomes** | • Response to an illustration• Setting description-createand describe an arcticlandscape, (rich vocabularyand language)• Role play and drama-: Role playbeing a penguin family (a colony)using different sizedpolystyrene balls to representeggs and a huddle and balance onfeet, move like a penguin• List and captions-items forexplorers to take on anarctic adventure (Immersiveexperiences)• Collaborative writing setting description | Create a story mapInclude story actions and adverbials of time to sequence.Story retelling from story mapSequence sentences to write a narrativeRe-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 mapSequence 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 vocabularyLearning 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
* Matching uppercase and lower-case letters
* Question marks
* Words used at the start of questions
 | * Suffix -s
* Suffix-es
* Matching uppercase and lower-case letters
 | * Spelling CEW words
* Application of phonic knowledge
* Matching uppercase and lower-case letters
 | * Question marks
* Punctuate two sentences using capital letters and full stops
* Matching uppercase and lower- case letters
 | * Suffix \_ing
* Punctuate three sentences using capital letters and full stops
* Matching uppercase and lower- case letters
 | * Spring 2 Phonic assessment
* Spell the days of the week and CEW words
 |
| **Phonics** | * Week 19 Rocket Phonics
* Introduce /s/ as c blending and segmenting (cell, parcel, celery, city)
* Introduce /j/ as g blending and segmenting (giant, gem, giraffe, genius,)
* Common exception word

 practice: oh, their ● Orange Target Practice readingbooks fully decodable:Gemma the Yoga Genius | * Week 20 Rocket Phonics
* Introduce /e/ as ea blending and segmenting
* (head, bread, feather, deaf,)
* Introduce /s/ as se blending and segmenting
* (house, louse, nurse, mouse)
* Common exception word practice: people Orange Target Practice reading books fully decodable:
* The 12-D Crew
 | * Week 21 Rocket Phonics
* Introduce /s/ as ce (blending and segmenting
* (force, dance, fence, place)
* Introduce /k/ as ch
* (school, stomach, mechanic, chorus)
* Common exception word practice: Mr, Mrs
* Orange Target Practice reading books fully decodable:
* The Dance Palace;Jakob and the Ice Giant
 | * Week 22 Rocket Phonics
* Introduce /sh/ as ch-blending and segmenting (chef, machine, chute, chiffon)
* Introduce /j/ as dge-blending and segmenting (edge, fridge, hedge, badge)
* Common exception word practice: looked, called
* Orange Target Practice reading books fully decodable:
* The River Bear
 | * Week 23 Rocket Phonics
* Introduce /j/ as ge -blending and segmenting (cage, orange, large)
* Introduce /uh/ as o-blending and segmenting (son, other, brother, won,)
* Common exception word practice: asked, could
* Orange Target Practice reading books fully decodable:
* Joe’s Barge; The Chaos Machine
 | * Week 24 Rocket Phonics
* Consolidate: c, g-blending/segmenting (cellar, magic, stingy, germs)
* Consolidate: ea, se, ce (oose, voice, weather, mice)
* Consolidate: ch, ch-blending and segmenting
* (chameleon, character, school)
* Consolidate: dge, ge, o-blending and segmenting
* (stage, fudge, hedge, badger)
* ● Orange Target Practice reading books fully decodable:

 How Strong is Your Bridge? |
| **Geography**UK weather | What is the weather like in the UK? |  |
| Where is the UK? WALT: locate the four countries of the UKIAT: 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 inUK United KingdomLocate/capital cityworld mapfour countries/Europemap/atlas/atlaseslocation/landcoastline/Irish Seacountry/continentKnowledge Catcher-Assessment - Geography Y1: What is the weather like in the UK? | What are the four seasons?WALT: identify seasonal changes in the UKIAT: name the four seasons.IAT: identify the current season.IAT: describe some of the changes in each season.seasonclimateweathermaplocateWhat are the compass directions? | WALT: identify the four compass directions.IAT: name the four compass directions as north, east, south and westIAT: describe the location of features using simple compass directionsIAT: explain the arrow on a compass always points northlocationlocatedirectioncompassnorth, east, south, west | What is the weather like today?WALT: investigate daily weather patternsIAT: describe different types of weather.IAT: measure different types of weather in different waysIAT: use compass directions to describe the weather in different locationsrain gaugethermometertemperatureweatherseasonweather vane | Is the weather the same everywhere in the UK?WALT: identify daily weather patterns in the UKIAT: locate the country I live inIAT: locate the capital city of the country I live inIAT: begin to locate the capital cities of each country in the UKIAT: explain that the weather is not the same everywhere in the UKEquatorNorth PoleSouth PoleWeather forecastmapatlaslocationlocatecapital citydirection | How do people prepare for the weather?WALT: understand how the weather changes with each seasonIAT: describe the weather in each seasonIAT: suggest what people might wear in each seasonIAT: suggest activities people might do in each seasonLocatecapital cityseasonclimateweatherAssessment - 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 structuresIAT: roll paper to make a cylinder.IAT: combine paper cylinders to make a sculpture.IAT: adapt my ideas as I workcylindersculpturethree-dimensionalexploreattachSamantha Stephenson | How can I fold and roll paper to make a 3D picture?WALT: shape paper to make a 3D drawingIAT: 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 drawing3D drawingconcertinaoverlapspiralzigzagrollingfoldingscrunching | How can I apply my paper-shaping skills to make an imaginative sculpture?WALT: apply paper-shaping skills to make an imaginative sculptureIAT: plan a sculpture by drawing my ideas firstIAT: use at least three different techniques for shaping paperIAT: add detail to my treeTree of LifeMarco Balichcarvingmosaic | How can I plan and create the legs and body of the spider?WALT: work collaboratively to plan and create a sculptureIAT: 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 materialsLouise Bourgeois ‘Maman’ sculpturebronzemetalstruts | 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 3DIAT: use different tools to paint with.I can work as part of a collaborative project.I can paint onto 3D surfaces using appropriate methodsMetallic paintdabsponge/spongesstablesimilar/different |
| **Music** **Sound patterns (Rhythm)****fairytales** | Key Question: What is a sound pattern and how can I create one to retell a fairytale? |
| Lesson 1: Character voicesCan you change your voice for each character? How?WALT: explore and change dynamics using the voicepitchhigh-pitchedroughcharactervoiceloudquiet | Lesson 2: Starting with instrumentsHow can you use the instruments to create sounds from the story?WALT: experiment with creating different sounds using a single instrumentSound patternSoftPulseUntuned instrument | Lesson 3: Sound patternsCan I read, clap and play a sound pattern with one beat and one rest? WALT: read simple rhythmic patterns comprising of one beat sounds and one beat rests.Rhythmic patterns BeatsSyllablesRest | Lesson 4: Responding to musicCan I recognise different sound patterns and represent them with symbols and instruments?WALT: play sound patterns in time with the pulse using a visual stimulusSymbolDifferentAccurately | Lesson 5: Fairytale performanceCan use my voice and instruments expressively to join in with repeated phrases?WALT: show awareness of different roles when performing in a group performanceMarchingRepeated phrasesPerform |
| **Computing**KapowYear 1 > Key Stage 1 > Computing > Creating MediaDigital 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 picturesIAT: explain what is happening in a pictorial storyIAT: recognise the importance of sequencingIAT: explain that sequencing is important in ComputingIAT: plan my own pictorial storyimagephotographphoto storysequence | How can I create a good, clear photo? WALT: take clear photosIAT: get down to the level of my characterIAT: look at the screen and check what is in frameIAT: press the button carefully to ensure nothing changesIAT understand that moving can create a blurred imageIAT ensure that my surroundings are bright enoughcameradeleteimagephotograph | How can I edit the photo and what effects will I be using and why?What does this effect do?WALT: edit photosIAT: explain that photos can be changed after they have been takenIAT: identify ways to improve my photoIAT: crop, resize and add a colour filter to my photocameracropeditediting software | How do I draw shapes? How do I edit shapes?WALT: search for images and import themIAT: know images can be found onlineIAT think of a keyword to search withIAT explain and know what to do if I find something uncomfortabledrag and dropeditimageimportinternetkeywordonlineprops |
| **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 Ilearn 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 YEAR 1 Term: Spring 2**

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|  | **1**  | **2** | **3**  | **4**  | **5** | **6** |
| **Maths** | Addition and Subtraction (Within 20) Place Value (Within 50) + Length and Height Mass and Volume |  |
| * 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
 | Maths.co.uk-Assessment check |
| **Problem solving** | **Weekly session: WALT: solve mathematical problems efficiently IAT:** **Use the CUBES strategy to solve problems**[**https://www.ncetm.org.uk/in-the-classroom/**](https://www.ncetm.org.uk/in-the-classroom/) |
| **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, inorder to grow.WinterPlantSeedLeafStem RootsPredict | Why is it important that we care for our planet?WALT: explain why it is important to care for planet earthEarthPlanetPlantAnimalConsequencesSustainableHelpfulHarmful | How can we care for our planet? WALT: think about things we cando to care for the planet,ResponsibilityCareMaterialRecycleReuseLifestyle | What happens to some trees in spring?What is the weather like in spring?WALT: look at and describe seasonal changes in spring. SpringDaylightNight WeatherSeason  |
| PEPro-Stars (PPA Cover)Sport’s CoachesYear 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 targetIAT: balance a ball on a racket with control | Can I strike a ball with accuracy?**WALT:** recognise and begin to use space in gamesIAT: 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 controlIAT: recognise and begin to use space in games | Can I dribble with speed and accuracy in competitive situations?WALT: dribble around various cones and objectsIAT: 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 easilyIAT: use different movements, speeds & pathways | Can I combine movements with passing and agility?**WALT:** recognise space in gamesIAT: consolidate passing and receiving | Can I use speed and agility in team games?**WALT:** describe and copy what others are doingIAT: move fluently, changing direction & speed easily | Can I use my movement skills to locate space?**WALT:** use different movements, speeds & pathwaysIAT: recognise and use awareness of space in games | Can I pass and receive to a stationary target?**WALT:** consolidate passing and receiving skillsIAT: describe and copy what others are doing |  |
| ipeplanner.co.ukJungle Dance | Key Question: How many different ways can I use my body to respond to this music? |
| Session 1: Sloth and leopard<https://teach.files.bbci.co.uk/schoolradio/dance/lets_move_life_in_the_rainforest.pdf>WALT: explore Dynamics: levels (high, medium and low) and changing speeds.• Space: working in a self-defined space, using high and low levels, making circular pathways. | Session 2: 2: Flying dragon searches for ants<https://www.bbc.co.uk/teach/school-radio/articles/zhqhd6f>WALT: explore Dynamics: responding to different rhythms in the music and moving slowly and quickly in time.Moving with slow, graceful movements, moving with quick, sudden movements. | Session 3: Leopard is rescued<https://www.bbc.co.uk/teach/school-radio/articles/zfbjbdm>WALT: Action: creeping and rolling as the leopard, stretching and hanging upside down as the sloth,scurrying as the ants and gliding and biting as the flying dragon.• Dynamics: responding to the changes in the music, using slow, creeping movements forthe slow, soft music of the leopard and fast, light movements for the quick music of the ants.Changing levels, crouching low as the leopard and gliding from high to low as the flying dragon.• Space: making your own curvy pathways through the space, using high and low levels. | Session 4: Jungle Animal Ribbon DanceWhat was your favourite way to move your ribbon? Why?Were there any shapes/movements that you found tricky? Why?WALT: use large-muscle movements to wave ribbons or streamers |  |  |
| PSHEScarfValuing DifferenceIncluding 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**SimilarDifferentTalentsEqualCelebraterespect | <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-school-rules-1>Scarf Lesson Title:Harold’s school rulesWhat 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.RulesFairUnfairSafeAgreeMutual 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.KindUnkindKindnessbullying | <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 peopleBelongCare ProtectFeelingsHappyAngryScarf 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.CommunitiesDifferent families |