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

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| **Literacy**  **Theme** | Non-fiction/research/information text | Adventure/Quest/ Patterned and repeated language | | | | | | | Non-fiction/ research/  information text | Poetry- composing  and rehearsing phrases and sentences  orally |
| **Text** | CLPE Power of Reading Sequence  The Emperor’s Egg  by Martin Jenkins and Jane Chapman (Walker) | 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** | • Response to an illustration  • Setting description-create  and describe an arctic  landscape, (rich vocabulary  and language)  • Role play and drama-: Role play  being a penguin family (a colony)  using different sized  polystyrene balls to represent  eggs and a huddle and balance on  feet, move like a penguin  • List and captions-items for  explorers to take on an  arctic adventure (Immersive  experiences)  • Collaborative writing  setting description | 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 * 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 reading  books 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 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 |
| **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 voices  Can you change your voice for each character? How?  WALT: explore and change dynamics using the voice  pitch  high-pitched  rough  character  voice  loud  quiet | | Lesson 2: Starting with instruments  How can you use the instruments to create sounds from the story?  WALT: experiment with creating different sounds using a single instrument  Sound pattern  Soft  Pulse  Untuned instrument | | | | Lesson 3: Sound patterns  Can 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  Beats  Syllables  Rest | Lesson 4: Responding to music  Can I recognise different sound patterns and represent them with symbols and instruments?  WALT: play sound patterns in time with the pulse using a visual stimulus  Symbol  Different  Accurately | | Lesson 5: Fairytale performance  Can use my voice and instruments expressively to join in with repeated phrases?  WALT: show awareness of different roles when performing in a group performance  Marching  Repeated phrases  Perform |
| **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 YEAR 1 Term: Spring 2**

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| **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, 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 | | | |  | | |
| ipeplanner.co.uk  Jungle 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 for  the 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 Dance  What 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 | | |  | | | |  | | |
| 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 | | | | |