

2022 - 2023	Spring 1 - Explorers of our world: Polar Expeditions						Spring 2 - Explorers beyond our world: Space					
Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<a href="#">English</a> <a href="#">(Topic and writing)</a>	<b>Explorers of our world: Polar Expeditions</b> Power of Reading focus text & Historical case study of a polar explorer  <u>Learning outcomes:</u> - List writing, focusing on structure and presentation of a list - Using nouns and verbs to compose a sentence, focusing on making effective choices to make a sentence more interesting - Writing questions, focusing on using question words and question marks  <u>Writing outcomes:</u> - Writing an information text about an historical figure - Letter writing, focusing on structure and features of a letter			<b>Journeys</b> Power of Reading focus text  <u>Learning outcomes:</u> - Prediction and inference about a story by responding to an illustration from the focus text - Writing in role by composing character speech bubbles, focusing on using exclamation marks - Persuasive writing by making adverts, focusing on using commands - Sequencing a story by making a story map  <u>Writing outcomes:</u> Re-telling a story, focusing on using story language and time conjunctions			<b>Explorers beyond our world: Space</b> Power of Reading focus text & Historical case study  <u>Learning outcomes:</u> - Prediction and inference about a story character by composing questions, focusing on using question words and question marks - Taking part in a discussion about your favourite part of a story; writing a sentence about a story using 'because' - Drama and role play about a trip to the Moon, focusing on using descriptive language to portray an imaginary scene. - Writing postcards from the Moon, focusing on writing a simple recount based on a fictional first person experience - Applying reading skills to read and sort fiction and non-fiction information about the Moon  <u>Writing outcomes:</u> - Writing postcards from the Moon, focusing on writing a simple recount based on a fictional first person experience - Writing a character description about an alien, focusing on using adjectives - Neil Armstrong pen portrait - focusing on using 'because' to extend a sentence - Recount of the 1969 Moon Landing, focusing on sequencing sentences and using time conjunctions.					
<a href="#">Reading</a>	Engaging with Text & Reading for Pleasure: Reading Progression throughout the year: Become very familiar with key stories, Develop pleasure and motivation to read, listen to and discuss a wide range of poems, stories and non-fiction, learn to appreciate rhymes and poems and recites and increasing number by heart, Using vocabulary and forms of speech that are increasingly influenced by their experiences of books.											
<a href="#">Handwriting</a>	Monster letters	Robot letters	Capital letter formation Curly caterpillars	Capital letter formation Ladder	Capital letter formation one arm robots	Capital letter formation zig zag	Review and consolidate Applying at word level					
<a href="#">Spelling, Phonics</a>  Little Wandle Letters and Sounds Revised	<b>Phase 5</b> y (funny), ea (head), wh (wheel), oe (toe), ou (shoulder) y (fly), ow (snow), g (giant), ph (phone) le (apple), al (metal), c (ice), ve (give) o-e/o/ou (some, mother, young), se (cheese/house), ve (give), ey (donkey)				Assessment week	Consolidation week	Phase 5 or (word), are (share), ear (bear), au (author) wr (wrist), ch (chef), ture (adventure), tch (match) u (unicorn), st/sc (whistle/science), a/al (father/half), ze (freeze), ch (school) Words ending in -ed, -ing Revision of Phase 5 taught sounds				Assessment week	Consolidation week
<a href="#">High Frequency &amp; Common Exception Words</a>	any, many. again	who, whole, where, two	school, call, different	thought, through, friend, work	shield, field		once, laugh	because, eye	half, calf, father	learn, heard		
<a href="#">Grammar &amp; Punctuation</a>	Adding -ing to verbs Adjectives	Adding -ed to make a past tense verb		Exclamation and question marks	Time conjunctions	Consolidate suffixes	Revision: Full stops, capital letters and finger spaces.		Revision: using conjunctions (and, because)	Sequencing sentences to form a short narrative.		
<a href="#">Maths</a>	<b>Number and Place Value (Within 20)</b>  <u>Learning outcomes:</u> - Counting within 20 - Understanding tens and ones - Making teen numbers - Making 20 - Finding one more/one less - Using and estimating on a number line - Ordering and comparing numbers to 20			<b>Addition and Subtraction (within 20)</b>  <u>Learning outcomes:</u> - Adding by counting on - Adding ones using number bonds - Finding number bonds to 20 - Doubles and near doubles - Subtracting by counting back - Subtracting ones using number bonds - Finding the difference			<b>Place Value (within 50)</b>  <u>Learning outcomes:</u> - Counting to 50 - Counting by making groups of tens - Partitioning into tens and ones - Finding one more/one less - Using and estimating on a number line		<b>Measurement: Length &amp; Height</b>  <u>Learning outcomes:</u> - Comparing length and height (longer/longest, shorter/shortest, taller/tallest - Measuring with objects - Measuring in centimetres		<b>Measurement: Mass, volume &amp; capacity</b>  <u>Learning outcomes:</u> - Measuring and comparing mass - Measuring and comparing volume - Measuring and comparing capacity	

2022 - 2023	Spring 1 - Explorers of our world: Polar Expeditions						Spring 2 - Explorers beyond our world: Space					
Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	<u>Animal Classification: Birds &amp; Fish</u>  <u>Learning outcomes:</u> - To identify and describe the key characteristics of birds and fish - To begin to compare the characteristics of different animals - To begin to appreciate and name some common British birds  <i>Investigation of penguins - how are they the same/different to birds found in the UK</i>				<u>Materials</u>  <u>Learning outcomes:</u> - To distinguish between an object and the material from which it is made - To name some common materials - To begin to identify common uses for different materials based on their physical properties		<u>Materials</u>  <u>Learning outcomes:</u> - To identify some properties of common materials - To sort and group materials in different ways, explaining our choices by talking about their properties				<u>Seasons- Spring</u>  <u>Learning outcomes:</u> - To identify the key characteristics of spring - To appreciate what a season is compared to a month  <b>**Animal classification - Amphibians</b> - start to observe frogspawn, changes over time, begin to discuss the frog lifecycle	
	Geography											
History	<u>Polar exploration</u> History of Ernest Shackleton's polar expedition to Antarctica  <u>Learning outcomes:</u> - To begin to develop historical perspective by understanding an event within a chronological framework by using a timeline. - To understand the role of a significant historical figure and its importance to our lives today. - To ask questions about a significant person using						<u>Space Exploration and the 1969 Moon Landing</u>  How did mankind get to the Moon and why was it important? Study of the Space Race, famous astronauts and the events of the 1969 Moon Landing.  <u>Learning Outcomes:</u> - To understand changes in flight technology within living memory - To understand that changes in technology have allowed humans to explore space - To understand the role of Neil Armstrong in the Apollo 11 mission - To recount the events of the first moon landing and explain how this was significant - To compare explorers from different periods of time					
	PSHE											
	<u>Jigsaw: Dreams &amp; Goals</u>  <u>Learning outcomes:</u> - Success, staying motivated and what to do when something is challenging - Setting goals - Working and achieving together with a partner and a group - Helping others to achieve their goals, overcoming obstacles						<u>Jigsaw: Healthy Me</u>  <u>Learning outcomes:</u> - Making healthy choices - What makes a balanced diet - Being clean and physically active - Medicine safety - Road safety					

2022 - 2023	Spring 1 - Explorers of our world: Polar Expeditions						Spring 2 - Explorers beyond our world: Space					
Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Art & Design	<u>Observing the world</u>  <u>Learning outcomes:</u> <b>Drawing:</b> -To use shape, form and space accurately by observing and drawing from a model or image. <i>Observational drawing: The Endurance, portraits, fish</i>						<u>Light and Dark</u>  <u>Learning outcomes:</u> <b>Painting:</b> -To mix different shades by adding black and different tints by adding white. <i>Shades of grey - the moon, space art</i>  <b>Sculpture:</b> - To manipulate clay in different ways, e.g. rolling, pinching, carving - To shape and model clay for a purpose (the moon), from observation. - To add texture to a clay model by changing its surface <i>Moon sculptures</i>					
	<u>Mechanisms</u> Levers and sliders  <u>Learning outcomes:</u> - To explore and use a range of materials, components and technology for making and constructing. Begin to consider characteristics of different materials. - To begin to understand the design process by sharing own design ideas in different ways. - To suggest improvements to existing products and own designs.  <i>Making moving part pictures of Antarctic animals using simple levers and sliders</i>						<u>Mechanisms</u> Axels and wheels  <u>Learning outcomes:</u> - To explore and use a range of tools and equipment to perform practical tasks, focusing on wheels and axels to make a moving design - To design products that have a clear purpose and intended user, focusing on features that are needed on a real-life moon buggy - To begin to understand the design process by sharing own design ideas in different ways. - To explore and discuss existing products, identifying key features and functions - To evaluate and suggest improvements to own designs. <i>Design and make moon buggy</i>					
Music	<u>Tempo &amp; Rhythm</u> To understand fast and slow  <u>Learning outcomes:</u> - To know that tempo means fast and slow - To know the difference between fast and slow - To know how to copy a rhythm <u>Composing and Improvising:</u> - To create and order sounds to make a melody <del>- To invent symbols to represent sounds</del>						<u>Tempo &amp; Rhythm</u> To understand fast and slow  <u>Learning outcomes:</u> - To know that tempo means fast and slow - To know the difference between fast and slow - To know how to copy a rhythm <u>Composing and Improvising:</u> - To create and order sounds to make a melody <del>- To invent symbols to represent sounds</del>					
Computing	<u>Information Technology - using different media to research</u>  <u>Learning outcomes:</u> To use technology purposefully to create digital content. e.g. newspaper reports/ postcards on 2publish  <i>Using videos, Espresso, 2Publish to research and write about Antarctica</i>				<u>ONLINE SAFETY WEEK - Digital Literacy</u>  <u>Learning outcomes:</u> - To understand that you can speak to an adult before using new programs or websites and know it's important to tell an adult when you see something unexpected or worrying online. - To be able to explain what personal information is e.g. passwords.							

2022 - 2023	Spring 1 - Explorers of our world: Polar Expeditions						Spring 2 - Explorers beyond our world: Space					
Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
PE	<u>Gymnastics &amp; Hockey</u>  <u>Learning outcomes:</u> <ul style="list-style-type: none"><li>- To develop balancing skills, exploring balances using different parts of the body</li><li>- To develop coordination of the body, forming a variety of shapes, positions and rolling techniques</li><li>- To learn how to transition between positions</li></ul> <ul style="list-style-type: none"><li>- To explore moving around a space effectively</li><li>- To recognise the changes in the body during exercise, e.g. heart rate, breathing, body heat</li><li>- To develop skills for moving a ball around a space, e.g. dribbling, passing, shooting</li><li>- To work collaboratively as part of a team</li><li>- To explore different ways of traveling, e.g. fast, slow, high, low</li></ul>						<u>Gymnastics &amp; Hockey</u>  <u>Learning outcomes:</u> <ul style="list-style-type: none"><li>- To develop balancing skills, exploring balances using different parts of the body</li><li>- To develop coordination of the body, forming a variety of shapes, positions and rolling techniques</li><li>- To learn how to transition between positions</li></ul> <ul style="list-style-type: none"><li>- To explore moving around a space effectively</li><li>- To recognise the changes in the body during exercise, e.g. heart rate, breathing, body heat</li><li>- To develop skills for moving a ball around a space, e.g. dribbling, passing, shooting</li><li>- To work collaboratively as part of a team</li><li>- To explore different ways of traveling, e.g. fast, slow, high, low</li></ul>					
RE	<u>Christianity</u>  <i>Stories about Jesus: miracles, healing, storytelling, the disciples</i>						<u>Religious festivals: Christianity and Easter</u>  <i>Jesus' teachings on kindness; the story of the lost sheep; Palm Sunday, The Last Supper, Crucifixion and Resurrection; Easter traditions and customs</i>					