

Year 1 Spring 1 Overview LVC: Andy Goldsworthy LV: Creative

	Week 1 WC 2 nd January 3 DAYS	Week 2 WC 9 th January	Week 3 WC 16 th January	Week 4 WC 23 rd January	Week 5 WC 30 th January	Week 6 WC 6 th February
Phonics	/ee/ y funny /e/ ea head /w/ wh wheel	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	/l/ le al apple metal /s/ c ice /v/ ve give	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	Wandle Assessment Week
Maths	Number bonds to 20	Subtraction	Numbers to 50	Place Value to 50	Greater than/less than	Pictograms
Science		Working scientifically – colour experiments. What is an experiment? <i>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests.</i>	Working scientifically – colour experiments. Make a prediction about an experiment. <i>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests.</i>		Working scientifically – colour experiments. Ask/answer questions about an experiment. <i>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests.</i>	
ICT	Text processing – finding letters/space bar/backspace /delete/arrow <i>Use technology purposefully to create, organise, store, manipulate</i>	DClick to select and drag to change text size (+rotate, vertical) <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. -use technology safely and</i>	DClick to select and E to change font (up/down arrow select) <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. -use technology safely and respectfully, keeping personal</i>	DClick to select and E to change colour <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. -use technology safely and respectfully, keeping personal information private; identify where to go</i>	Online Safety <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. -use technology safely and respectfully, keeping personal information private; identify where to go for help and support</i>	

	<p>and retrieve digital content. -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>when they have concerns about content or contact on the internet or other online technologies.</p>	
Writing	<p>Book - The Dot. Why did the teacher put the art on the wall? Writing a critical analysis of artwork. What do you like/not like? How does it make you feel/think of? Purpose: Introduce Art gallery – we are going to produce our own art gallery. A gallery have</p>	<p>No More Marking Fictional writing Key teaching: -sentence and non-sentence. -using descriptive language. -sequencing a story.</p> <p>Book – Katie’s British Art Explore Turner’s train art. Create a story map of the journey (Turner’s Train).</p>	<p>Book – Katie’s British Art Explore Turner’s train art. Create own story using story map– where will your train go? What will you pass on your journey? Key teaching: -chronology -time connectives -description -personal pronoun ‘I’</p>	<p>Oracy - Speaking and Listening – how we feel when we produce art. Create a caption for our land art. Key teaching: -sentence and non-sentence. Purpose: caption to be displayed with piece of artwork.</p>	<p>Instructions. Key teaching: -commands -imperative verbs</p> <p>Writing commands – commands we here in the classroom. Purpose: write a set of rules for a child joining our class.</p>	<p>Instructions. Key teaching: -commands -imperative verbs</p> <p>Write a set of instructions – how to make a healthy kebab. Purpose: instructions – so you can make this at home.</p>

	asked us to write to them about the art we liked/don't like. What we would like to see in the new gallery.					
<p>-Write simple dictated sentences from memory. -Begin to punctuate using capital letter, full stop, question mark, exclamation mark.</p> <p>-Write simple factual sentences based around a theme.</p> <p>-Labelled diagrams. -Join words/clauses using 'and'.</p> <p>-Use common exception words taught so far. -Re-read to check it makes sense.</p> <p>-Sit correctly, use a comfortable/correct grip. -Use limited time adverbials – firstly, secondly, finally.</p> <p>-Leave spaces between words.</p> <p>-Join words/clauses using 'and'.</p> <p>-Lower case letters go in right direction, correct start and end points.</p> <p>-All capital letters accurately formed.</p> <p>-Compose a sentence aloud.</p> <p>-Write simple factual sentences based around a theme.</p> <p>-Labelled diagrams.</p> <p>-Write instructions.</p>						
Drama/Inquiry		Take the train journey – where do you go?	Use your story map to imagine you are visiting different places.			
History			<p>Compare a landscape/scene from 1844 and talk about past and present.</p> <p><i>Talk about past and present.</i></p> <p><i>*writing across the curriculum*</i></p>			
Art/D&T	Creativity – create a piece of your own artwork taking inspiration from your own	Take inspiration from a piece of artwork by Turner and use watercolours to create own piece. Recreate Turner's		Andy Goldsworthy - Explore Andy Goldsworthy's land art. Produce own sculpture using natural resources.	Explore Kusama's work and pointillism.	Produce a portrait collage using fruit and veg pictures, taking inspiration from Arcimboldo Giuseppe. Explore

	ideas. Explore a range of mediums. Frame and display. Explore online galleries – what is a gallery?	train art.		Write a caption for your piece of artwork. <i>*writing across the curriculum*</i>		his artwork throughout the seasons – what do you notice (powerpoint). Create our Art Gallery! Choose your favourite piece from this half term. Writing instructions for a healthy kebab. <i>*writing across the curriculum*</i>
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- Use a variety of tools, media and surfaces with increasing control and confidence.
- Explore different lines, textures and shapes.
- Use a variety of drawing techniques: hatching, stippling and blending.
- Observe and draw landscapes, anatomy (faces, limbs.)
- Explore and copy patterns and textures.
- Make observational drawings.
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- Make a simple dish following a recipe.
- Work tidily.
- Cut food safely.
- Wash hands and make sure surfaces are clean
- principles of healthy diet to prepare dishes.
- Understand where food comes from.

PSHE & RE			RSE Solution Lesson 2 <i>Pupils can correctly name the main parts of the body,</i>		Keeping safe <i>How rules and age restrictions help us;</i>	Healthy Eating
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			<i>including external genitalia using scientific terms.</i>		<i>keeping safe online.</i> PoS Refs: H28, H34	
Music			<p>Music – exploring emotions through music. Listening and sharing what the music makes us think/feel/see.</p> <p><i>Regular opportunities to listen to a range of styles of music both recorded and live. Listen to music from a wide range of cultures and traditions. Describe what they can hear and notice changes in sounds. Talk about how music makes them feel and give reasons for this. Form an opinion to express how they feel about a piece of music giving reasons for this. Respond to different moods in music and say how a piece of music makes them feel.</i></p>	<p>Music – exploring emotions through music. Listening and comparing to emotions.</p> <p><i>Regular opportunities to listen to a range of styles of music both recorded and live. Listen to music from a wide range of cultures and traditions. Describe what they can hear and notice changes in sounds. Talk about how music makes them feel and give reasons for this. Form an opinion to express how they feel about a piece of music giving reasons for this. Respond to different moods in music and say how a piece of music makes them feel.</i></p>	<p>Music – exploring emotions through music. Listening and expressing our feelings through art/drawing.</p> <p><i>Regular opportunities to listen to a range of styles of music both recorded and live. Listen to music from a wide range of cultures and traditions. Describe what they can hear and notice changes in sounds. Talk about how music makes them feel and give reasons for this. Form an opinion to express how they feel about a piece of music giving reasons for this. Respond to different moods in music and say how a piece of music makes them feel.</i></p>	
Whole Class Reading	Dot	Ish	Ish		Set of instructions – fruit and veg.	Set of instructions – fruit and veg.
<p><i>-Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes. -Read accurately by blending taught GPC Read common suffixes (-s, -es, -ing, -ed, etc.) -Read multi-syllabic words containing taught GPCs.</i></p>						

-Read contractions and understanding use of apostrophe.
 -Read aloud phonically-decodable texts.
 -Make simple inferences and begin to predict what might happen next based on what has been read so far.
 -Discuss the significance of the title.

Word Aware Vocab	Dot – gazing, discovered. PE - balance	Ish - energised, crumpled. Science - experiment	Writing – journey History - past Science – predict	Art – creative, landscape Writing - caption	Writing – instruction, verb. Maths - greater	Art – gallery PHSE – healthy PE - equipment
PE	Real PE Gymnastics Cog: Health and Fitness Shape and Travel	Real PE Gymnastics Cog: Health and Fitness Shape and Travel	Real PE Gymnastics Cog: Health and Fitness Shape and Travel	Real PE Gymnastics Cog: Health and Fitness Shape and Travel	Real PE Gymnastics Cog: Health and Fitness Shape and Travel	Real PE Gymnastics Cog: Health and Fitness Shape and Travel

-Demonstrate different levels in actions.
 -Demonstrate differences in speed.
 -Land safely when jumping.
 -Take weight on hands.
 -Observe and copy movements from others.
 -Balance on small and large body parts.
 -Travel on different body parts.
 -Travel in different directions.
 -Say how their bodies feel during exercise.
 -Uses space safely and well
 -Produce a short sequence of moves.
 -Work on apparatus safely.
 -Travel along specific paths

Other				Chinese New Year (22 nd Jan-5 th Feb)	Internet Safety Week Time to Talk Day	Children’s Mental Health Week
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