

Year 1 Spring 1 Overview LVC: Mae Jemison LV: Problem solver

| | Week 1 WC 1/1/24 2DAYS | Week 2 WC 8/1/24 | Week 3 WC 15/1/24 | Week 4 WC 22/1/24 | Week 5 WC 29/1/24 | Week 6 WC 5/2/24 | Week 7 WC 12/2/24 |
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| Phonics | Review | ur (bird) ie (pie) ue (blue/rescue) u (unicorn) | o (go) i (tiger) a (paper) e (he) | a-e (snake) i-e (time) o-e (home) u-e (rude/cute) | e-e (these) ew (new/chew) ie (shield) aw (claw) | Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue ASSESSMENT | /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe lou toe shoulder |
| Maths | Addition – number bonds to 10/20 | Subtraction | Numbers to 50 – recognise and order | Place value to 50 | Greater than/less than | Pictograms | Review and assess |
| Science | | Plants and growth – identify and name wild and garden plants. <i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i> | Plants and growth – identify and name deciduous and evergreen trees. <i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i> | Plants and growth – growing our own! | Plants and growth – identify and describe key features of a plant. <i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i> | Discuss - Could we grow things on another planet?! Consider elements needed for good growth. | |
| ICT | Learn to type <i>RRIS weblinks, Computing, Learn to Type - capital letters/shift key</i> http://www.draggo.com/recroadinfants/computing | Typing skills Textease – practise using capital letters and full stops in text. | Typing skills Textease - DClick to select and drag to change text size (+rotate, vertical) | Typing skills Textease - DClick to select and E to change font size (up/down arrow select) | Typing skills Textease - DClick to select and E to change colour | Online Safety Week | Textease – use all skills to create final piece. |

-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 when they have concerns about content or contact on the internet or other online technologies.

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| Writing | | <p>Collaborative space fact file. To create a piece to make a <u>non-chron fact file</u> book.</p> <p>Purpose: to find out what we already know about space and decide what we'd like to find out in our drama/inquiry. Key teaching: features of a non-chron (title, sub-heading, fact boxes, bullet points) Sentence structure, differentiating our ideas and demarcating with capitals and full stops.</p> | <p>To create an <u>ID badge/job specification</u> for your role in the Mission X Team.</p> <p>Purpose: drama – to create a role within our space team. Key teaching: Sentence structure, differentiating our ideas and demarcating with capitals and full stops.</p> | <p>What will you take in the space craft? Write an <u>explanation</u> for the items you are going to take using 'because'.</p> <p>Purpose: drama – to decide what we would take on our space craft. Key teaching: Sentence structure, differentiating our ideas and demarcating with capitals and full stops. Using conjunction 'because', 'so that' to explain.</p> | <p>Write a <u>setting description</u> for what you can see when you step foot on the planet!</p> <p>Purpose: drama – setting description of the planet we are on – to incorporate into our diary entry next week. Key teaching: Sentence structure, differentiating our ideas and demarcating with capitals and full stops. Using WOW words to describe.</p> | <p>Write a <u>diary entry</u> about your space walking day. What did you see? What did you find out? How?</p> <p>Purpose: drama – writing about what we did during our space walk and what we saw. Key teaching: Sentence structure, differentiating our ideas and demarcating with capitals and full stops. Using WOW words to describe. Using past tense and past tense verbs.</p> | <p>Create a <u>fact file</u> about the planet you landed on. What did you find out?</p> <p>Purpose: drama – writing up our research. 'Big write'. Key teaching: Sentence structure, differentiating our ideas and demarcating with capitals and full stops. Using WOW words to describe. Using key features of a non chron.</p> |
| Drama/ Inquiry | | <p>-Space frontloading -What we know/what we'd like to find out.</p> | <p>-Introduce our 'story circle' -We are a team at the Space Station -We are being sent on Mission X to find out the answer to our research question (chosen by the children) -Create your team</p> | <p>-Preparation to take off on Mission X. What will you need to take with you? -What will our space shuttle need to look like/have? -Prep for take off – freeze frames – how are you feeling?</p> | <p>-Set up the classroom/use Twyzle Towers as our space craft. -Take off and land on our chosen planet. -Freeze frame – how are you feeling now that you have landed? -You send the rover onto the planet and</p> | <p>-Gather some information about the research question you decided upon. Go on a space walk! -You go to leave and encounter a problem with the space shuttle. How will you be a</p> | <p>-You need to gather up your research and create a file for the rest of the team.</p> |

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| | | | role and introduce yourself to your colleagues. | | you can hear gasps in your ear from those back at the space station - what do you think they can see? -Take your first steps out – what can you see?! | problem solver to fix it? -Hot seating – use our expert Mae to ask questions about what she would do. -You fix the problem as a team – you get back to Earth safely. | |
| <p><i>-Write simple dictated sentences from memory.</i> <i>-Write simple factual sentences based around a theme.</i> <i>-Labelled diagrams.</i> <i>-Use common exception words taught so far.</i> <i>-Sit correctly, use a comfortable/correct grip.</i> <i>-Leave spaces between words.</i> <i>-Join words/clauses using ‘and’, ‘because’.</i> <i>-Lower case letters go in right direction, correct start and end points.</i> <i>-All capital letters accurately formed.</i> <i>-Compose a sentence aloud.</i> <i>-Write simple factual sentences based around a theme.</i> <i>-Labelled diagrams.</i></p> <p><i>-Begin to punctuate using capital letter, full stop, question mark, exclamation mark.</i></p> <p><i>-Join words/clauses using ‘and’.</i> <i>-Re-read to check it makes sense.</i> <i>-Use limited time adverbials – firstly, secondly, finally.</i></p> | | | | | | | |
| Art/D&T | | | | Design Space Shuttle (drama) decide a design criteria as a class – what are they essential pieces it will need? <i>Design purposeful functional appealing products based on design criteria.</i> | Make Space Shuttle (drama) <i>Select from and use a range of tools and equipment to perform tasks (including cutting, shaping, joining and finishing)</i> <i>Select from and use a range of materials, including construction materials.</i> <i>Build structures exploring how they can be made stronger stiffer and more stable.</i> | Evaluate Space Shuttle – what you liked/what you would do differently next time. <i>Evaluate their ideas and products against design criteria (decided as a class)</i> | |
| PSHE & RE | NSPCC Pants Lesson 1 | | | RSE Solution Lesson 2 <i>Pupils can correctly name the main parts of</i> | NSPCC Pants Lesson 2 | Keeping Safe <i>How rules and age restrictions help us;</i> | Judaism – what do families |

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| | | | | <i>the body, including external genitalia using scientific terms.</i> | | <i>keeping safe online PoS Refs: H28, H34 Media literacy and digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8</i> | <i>remember during Shabbat? What do Jewish people remember on Shabbat? (Thinking through living)</i> |
| Music | | | Music – exploring emotions through music. <i>Listening and sharing what the music makes us think/feel/see.</i> | Music – exploring emotions through music. <i>Listening and comparing to emotions.</i> | Music – exploring emotions through music. <i>Listening and expressing our feelings through art/drawing.</i> | | |
| <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 | | Look Up | Look Up | Diary Entry | Man on the Moon | Man on the Moon | Beegu |
| <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. -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.</i></p> | | | | | | | |
| PE | | Real PE Dance Cog: Personal | Real PE Dance Cog: Personal | Real PE Dance Cog: Personal | Real PE Dance Cog: Personal | Real PE Dance Cog: Personal | Real PE Dance Cog: Personal |
| <p><i>-Copy and explore basic movements and patterns. -Remember simple movements and patterns considering levels, speed, direction, pathways, responding to a variety of stimuli, instruction. -Link movement to sound and music. Incorporating equipment often used within dance, scarfs, pompoms, ribbons, bells.</i></p> | | | | | | | |
| History | | Who is Mae Jemison? | Timeline – add space events eg) first man | | | | |

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| | | <i>Learn about the lives of significant individuals.</i> | on the moon, Mae Jemison. <i>I can talk about the past and present. I can sequence events in chronological order.</i> | | | | |
| Word Aware | | Galaxy Vast | Deciduous Evergreen | Rotation Orbit | Atmosphere Express | Data Mindful | Everlasting Disembark |
| Oracy Focus | | To organise group discussions independently of an adult (drama introductions) | To take opportunities to try out new language, even if not always used correctly (word aware + science) | Introduce Builder and Challenger roles. | To speak clearly and confidently in a range of contexts (drama freeze framing/hot seating) | To recognise when they haven't understood something and asks a question to help with this (drama) I found.. hard/easy because I feel that ... next time.. (D&T evaluation) | |
| Other | | | | Burns Night (25 th) Big Birdwatch (27 th) | | Children's Mental Health Week Safer Internet Day (6 th) | Chinese New Year (10 th) Pancake Day (13 th) Valentines Day (14 th) |