



## CLASS HALF TERM OVERVIEW OF PLANNING

### Year 1 - Willow Class

### Spring 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
<b>RE</b>  <b>1:7 – Who is Jewish and how do they live?</b>	Discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events.	Find out what special objects Jewish people might have in their home (e.g. ‘Through the keyhole’ activity, looking at pictures of a mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah). Gather pupils’ questions about the objects.	Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. (Note that some Jewish people write G-d, because they want to treat the name of God with the greatest respect.) Explore the meaning of the words, what they teach Jews about God, and how they should respond to God.	Use learning from previous session as the background to exploring mezuzah, Shabbat and Jewish festivals – how these all remind Jews about what God is like, as described in the Shema, and how festivals help Jewish people to remember him. Talk about the People of Israel as God’s Chosen or Favoured People.	Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why.	Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest.
<b>PSHE</b> <b>Keeping Myself Safe – Who can help?</b>	Understand that the body gets energy from food, water and air (oxygen). Recognise that exercise and sleep are important parts of a healthy lifestyle.	Recognise the importance of sleep in maintaining a healthy, balanced lifestyle. Identify simple bedtime routines that promote healthy sleep.	Recognise emotions and physical feelings associated with feeling unsafe. Identify people who can help them when they feel unsafe.	Recognise the range of feelings that are associated with loss.	Understand that medicines can sometimes make people feel better when they’re ill. Explain simple issues of safety and responsibility about medicines and their use.	
<b>Maths</b>	Consolidation:  Count forwards and backwards and write numbers to 20 in numerals and words  Numbers from 11-20  Tens and ones	Number: Addition and Subtraction within 20  Add by counting on  Add ones using number bonds  Find and make number bonds	Number: Addition and Subtraction within 20  Subtraction not crossing 10  Subtraction by counting back  Subtraction crossing 10	Number: Addition and Subtraction within 20  Related facts  Compare number sentences  NRICH Investigation:	Number: Addition and Subtraction within 20  Consolidation: Counting forwards, backwards, one more, one less, Number bonds to 10, Number bonds to 20, related facts, fact families. 2D and 3D	Number: Place Value within 50  Numbers to 50  Tens and ones  One more one less  Compare objects within



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	<p>Count one more one less</p> <p>Number Bonds 5, 9 8, 11 12, 15</p>	<p>Add by making 10</p>	<p>(1) Subtraction crossing 10 (2)</p> <p>NRICH Investigation: How Many? A game of hiding cubes under a cloth, ask children how many cubes are under the cloth? How many might there have been to start with? How many are left? Is it more/less? Greater/ fewer hidden? How many in total? Do you agree? How can you find out?</p>	<p>Two dice</p> <p>Roll two dice and add the dots to find the total. Find all the combinations possible. Use a range of dice dots and numbers.</p> <p>Number Bonds 4, 10 7, 12 13, 16</p>	<p>shapes- identify and properties- faces, edges, vertices.</p>	<p>50</p> <p>Number Bonds 6, 11 9, 15 18, 20</p>
<p><b>English</b></p> <p><b>Poetry Basket- Pancakes</b></p> <p><b>Furry Furry Squirrel</b></p>	<p>Genre: Non-Fiction information text Text : Florence Nightingale (Little People Big Dreams)</p> <p>Elicitation: Write an information text about themselves.</p> <p>Imitate: Discuss famous people that the children know about. Show photos of famous people and discuss some of the amazing things they have done in their lives. (TV stars, singers, athletes) Show a picture of Florence Nightingale and children to discuss what she is famous for. Come up with questions.</p>	<p>Genre: Non-Fiction information text Text : Florence Nightingale (Little People Big Dreams)</p> <p>Imitate: GO back through the book and list all the things that Amelia did in her lifetime. Use pictures to create a timeline of events for working wall.</p> <p>Children to draw a picture of an important life event for Florence Nightingale to write a sentence to go with it.</p>	<p>Genre: Non-Fiction information text Text : Florence Nightingale (Little People Big Dreams)</p> <p>Imitate: Collect verbs from throughout the text and consider when they are taking place (in the past) and look at conventional -ed endings. Display on working wall and practice writing -ed words (e.g. liked, wished, worked, imagined, followed).</p> <p>Subordination – writing with two clauses. Look at subordination conjunctions.</p> <p>Big Write: Write complex sentences</p>	<p>Genre: Non-Fiction information text Text : Florence Nightingale (Little People Big Dreams)</p> <p>Innovate: Introduce information about Mary Seacole and her life. Tell children that we will be writing a biography about Mary Seacole.</p> <p>Return to Florence Nightingale text and discuss what information was included. Question writing.</p> <p>Have a fact finding sessions. Look at websites (iPads) and print of information. Model highlighting key information.</p>	<p>Genre: Non-Fiction information text Text : Florence Nightingale (Little People Big Dreams)</p> <p>Invent: Model writing the text including multi-clause sentences, choosing verbs and putting them into the past tense, improving vocabulary and proof-reading.</p> <p>Big write: Children write information text about Mary Seacole and her life using questions in their writing.</p>	<p>Genre: Non-Fiction information text Text : Florence Nightingale (Little People Big Dreams)</p> <p>Invent: Children edit and improve their writing. Checking spellings and punctuation (capital letters, fingers spaces and full stops).</p> <p>Big write: Children write information text about Mary Seacole and her life using questions in their writing.</p>





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	Easy letters  l, l t, u, w, e, c, o, a, d, n, m, h	Easy letters  l, l t, u, w, e, c, o, a, d, n, m, h	Easy words 3/4 letter words	Easy words 3/4 letter words	Harder letters j, y, g, q, b, p, k, v, s, r, f, z, x	Harder letters j, y, g, q, b, p, k, v, s, r, f, z, x
<b>Science</b> <b>Everyday materials – Why do we use different materials for different things?</b>	What are materials?	How are materials different?	What are objects made from?	How can we sort materials?	Which material would be best for an umbrella?	Which material would be best for curtains?
<b>Nature School</b>	Leaf butterflies.	Leaf patterns.	Nature paint brushes.	Plant shadow drawing.	Nature bracelets.	Leaf printing.
<b>PE</b> <b>Leap into Life</b>	Functional Movement Progression 5  To use a push or pull to create movement.	Movement concepts Progression 3  To move cross laterally to music, showing good control.	Aesthetic Movement Progression 5  To move into new spaces, using a variety of different levels.	Aesthetic Movement Progression 6  To develop a movement sequence based on levels – High – low – medium – high.	Manipulative skills Progression 3  To develop a variety of throwing techniques, over and underarm. To release accurately towards a receiver.	Functional movement Progression 6  To use a push or pull to provide momentum.
<b>Computing</b> <b>Creating media</b> <b>Digital writing</b>	Exploring the keyboard Open a word processor Recognise keys on a keyboard Identify and find keys on a keyboard	Adding and removing text Enter text into a computer Use letter, number, and Space keys Use Backspace to remove text	Exploring the toolbar Type capital letters Explain what the keys that I have already learnt about do Identify the toolbar and use bold, italic, and underline	Making changes to text Select a word by double clicking Select all of the text by clicking and dragging Change the font	Explaining my choices Say what tool I used to change the text Decide if my changes have improved my writing Use 'undo' to remove changes	
<b>Internet Safety</b>	Unit 03:– Activity 1, <a href="#">Be Internet Legend Curriculum</a>					
<b>History-</b> <b>Hospitals and healthcare to include How did Florence Nightingale</b>	Significant famous person – Mary Seacole. How do we find out about the past? What do we know about hospitals and healthcare?	Who was Florence Nightingale and why was she important?	Who was Mary Seacole and why do we remember her?	When did Florence and Mary become significant?	Why did Florence and Mary act the way they did?	How has the past been represented?  How did Florence and Mary change our hospitals?



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<b>and Mary Seacole help improve hospitals?</b>						
<b>Art Chromatic Does abstract art mean anything? Artist study Andy Warhol-Printing</b>	How can we make colours?	What is abstract art?	Who was Hilma af Klint?	What different meanings can abstract art have?  Andy Warhol printing	How can we talk about abstract art?  Andy Warhol printing	Andy Warhol printing
<b>Music Charanga In the Groove</b>	In The Groove – Joanna Mangona How Blue Can You Get - B.B. King Listen and appraise	In The Groove – Joanna Mangona How Blue Can You Get - B.B. King Listen and appraise Learn to sing the song	In The Groove – Joanna Mangona Livin’ La Vida Loca - Ricky Martin Listen and appraise Learn to sing the song Add percussion	In The Groove – Joanna Mangona Jai Ho - J.R. Rahman Listen and appraise Learn to sing Add percussion Improvise Compose Perform	In The Groove – Joanna Mangona Lord Of The Dance - Ronan Hardiman Listen and appraise Learn to sing Play your instrument with the song Improvise with the song Compose with the song Perform the song	n The Groove – Joanna Mangona Diggin’ On James Brown - Tower of Power Listen and appraise Learn to sing Play your instrument with the song Improvise with the song Compose with the song Perform the song
<b>Educational visits/visitors</b>	<b>Emergency services visit or hospital people who help us Dentist visit</b>					