

Book spine: Where the Wild Things Are.
 Poetry: A Squash and a Squeeze
 Traditional Tales: Three Little Pigs
 Instructions: How to make bricks.
 Recount: Visit to Avoncroft.
Grammar
 Full stops, capital letters and conjunctions such as 'and'.

Animal Kingdom Identify and name a variety of common British animals that are birds, fish, amphibians, reptiles, mammals and invertebrates
 Identify and name a variety of common animals that are carnivores, herbivores and omnivores
 Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)
 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Number: Numbers to 100, more/less, most/least, count in 2,5, 10
Addition and Subtraction: Numbers up to 20, one-step problems, number bonds within 20.
Multiplication and Division: Use concrete objects, pictorial and arrays.
Fractions: Halves and quarters
Measures: Money problems, estimate and measure mass/weight, Time to the hour and half past
Geometry: Recognise and name 2D shapes, describe position in whole, half and quarter turns.

PSHE: Personal hygiene routines
 The spread of infection
 Growing from young to old
UNICEF: Article 24
 RE: Being Fair and Just, Being Accountable and Living with Integrity
 Being Courageous and Confident and Being Loyal and Steadfast
UNICEF Articles 13, 28.19.29

English

Science

Maths

Art & DT

UNICEF PSHE/RE/Philosophy for Children

Year 1 Spring 2017-2018

Title: Buildings
 Question: What is the story of our local area?




Achieving Excellence Inspiring Dreams

Draw **buildings**
Make and **decorate** models of **buildings** using clay
Construct a **building** using different materials
Make bricks

Music

To make an accompaniment to a story with instruments.
 To keep a pulse with instruments and tap out the rhythm of a song.
 To start to understand high/low through songs and games.

PE

Computing

History

Geography

Send and return: Able to send an object with increased confidence using hand or bat.
 Move towards a moving ball to return.
 Sending and returning a variety of balls.
Attack, Defend Shoot To practice basic movements including running, jumping, throwing and catching
 To begin to engage in competitive activities
 To experience opportunities to improve agility, balance and co-ordination

We Are TV Chefs:
 Filming a recipe using Apple Camera.
E-safety Keep It Private – Pupils learn how to keep their personal information private on the internet.
My Creative Work – Pupils having ownership of their **own work**.
UNICEF Articles 8/16

Buildings from the past
Change and continuity: How and why some buildings have changed and some have stayed the same throughout history.
Similarity and differences: How people travel today compared to how they travelled in the past.
Use of evidence: What sources of evidence can we use to find out about how Cotteridge has changed over time?

My local area
Research about **different types of houses**
Identify key **features** of a **house**. Discuss **how shelter (housing) is one of our UNICEF rights and that some children don't have good shelter**.
Compare Cotteridge over time
Use simple fieldwork and observational skills to study the geography of the local area and its grounds and the key human and physical features of its surrounding environment.
Create different types of **maps** of the local environment.