

Year: 1 Topic: Wild	
Big question:	Hook task:
PSHE focus: Dreams and goals	Review task and presentation: poly block printing
Experiences/ shared learning: poly block printing	

<p>Phonics Year 1 Spring 1</p> <table border="1"> <thead> <tr> <th></th> <th>Phase 5 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>/ee/ y funny /el/ ea head /wl/ wh wheel /oal/ oe ou toe shoulder</td> <td>any many again</td> </tr> <tr> <td>Week 2</td> <td>/igh/ y fly /oal/ ow snow /j/ g giant /f/ ph phone</td> <td>who whole where two</td> </tr> <tr> <td>Week 3</td> <td>/l/ le al apple metal /s/ c ice /v/ ve give</td> <td>school call different</td> </tr> <tr> <td>Week 4</td> <td>/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</td> <td>thought through friend work</td> </tr> <tr> <td>Week 5</td> <td>Grow the code: /oal/ u ew ue w-e ui ou oo fruit soup /eel/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oal/ ow oe ou o-e o oa</td> <td></td> </tr> </tbody> </table>		Phase 5 graphemes	New tricky words	Week 1	/ee/ y funny /el/ ea head /wl/ wh wheel /oal/ oe ou toe shoulder	any many again	Week 2	/igh/ y fly /oal/ ow snow /j/ g giant /f/ ph phone	who whole where two	Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different	Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work	Week 5	Grow the code: /oal/ u ew ue w-e ui ou oo fruit soup /eel/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oal/ ow oe ou o-e o oa		<p>History NC aims/objectives:</p> <ul style="list-style-type: none"> recognise that some objects belong to the past. ask questions about old and new objects. spot old and new things in a picture. describe the life of an important person from history. <p>Key vocabulary:</p> <ul style="list-style-type: none"> past present change same different 	<p>Science NC aims/objectives: <i>Seasonal change</i></p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies <p>Key vocabulary:</p> <ul style="list-style-type: none"> Winter Spring Day length Light Dark
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<p>Design Technology NC aims/objectives: <i>Structures</i></p> <ul style="list-style-type: none"> Describe how something works. Make a model stronger Use own ideas to make something <p>Key vocabulary:</p> <ul style="list-style-type: none"> Join Structures Tools Stronger Stiffer discussion 		<p>Art and design NC aims/objectives:</p> <ul style="list-style-type: none"> Use a range of drawing and painting tools. Create art, using a range of colours and patterns. Recognise use of colour, shape and pattern in art work. <p>Key vocabulary:</p> <ul style="list-style-type: none"> Painting Drawing Brush Pencil 																		

Standalone subjects

<p>Maths:</p> <ul style="list-style-type: none"> • Place value within 20 • Addition and subtraction within 20 	<p>RE- <i>Where do people turn for guidance in life?</i> Wisdom and guidance</p> <p>Key vocabulary for discussion:</p> <ul style="list-style-type: none"> • Philosophy • Guidance • Aristotle • Humanism • New Testament Bible • Torah • Qur'an • Guru Granth Sahib • Non-religious
<p>English:</p> <ul style="list-style-type: none"> • Formal letter writing • Persuasive writing 	
<p>PE- <i>Cognitive:</i></p> <ul style="list-style-type: none"> • Enjoy working on simple tasks with help • Follow instructions • Develop dynamic line balances and stance balances. 	<p>Computing- <i>Programmable robots :</i></p> <ul style="list-style-type: none"> • Explain what a given command will do • Act out a given instruction • Combine forwards and backwards commands in sequence • Combine 4 commands in sequence • Plan a simple programme • Find more than one solution to a problem
<p>PSHE- <i>Dreams and Goals:</i></p> <ul style="list-style-type: none"> • My treasure chest of success • Steps to goals • Achieving together • Stretchy learning • Overcoming obstacles • Celebrating my success 	<p>Music- <i>Storytime:</i></p> <ul style="list-style-type: none"> • Develop a sense of tempo • Identify and perform changes in tempo • Recognise and respond to changes in tempo • Play untuned instruments