



Year Group: 1		
Subject	Topics	Key learning focus
<p>English</p>	<p>Our genres for this term are:</p> <p>Stories with familiar settings/themes</p> <p>Explanation texts</p>	<ul style="list-style-type: none"> • Pupils will be planning and writing a range of fiction and non-fiction genres. • In writing, pupils will be focusing on writing extended sentences using capital letters, full stops, question and exclamation marks, ensuring that spaces are left between words. • Using the Read, Write, Inc. programme, pupils will be developing their phonic knowledge to read and spell words. • They will be developing their fluency and confidence when reading independently. • Children will be reading, discussing and evaluating a wide range of texts including traditional tales, fairy tales as well as stories that link to their own experiences and non-fiction texts.
<p>Mathematics</p>	<p>Unit for this term:</p> <ul style="list-style-type: none"> • Addition and Subtraction • Multiplication and division • Doubling, counting in 2's and 5's. • Measures 	<p>We will be primarily be focusing on:</p> <ul style="list-style-type: none"> • Doubles • Adding and subtraction • Money • Arrays and grouping • Twos, tens and sharing • Mass, capacity and volume • Time
<p>Science</p>	<p>Everyday materials</p> <p>Final outcome: Use materials to create a new house for the pigs in the story of The 3 Little Pigs.</p>	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties
<p>History/Geography</p>	<p>Penguins and Polar Bears</p> <p>Final outcome: Class presentation about the life cycle of a penguin and how they live in the Arctic.</p>	<ul style="list-style-type: none"> • To name and locate the world's seven continents and give oceans • To understand geographical similarities and differences • To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the

	<p>Childhood</p> <p>Final outcome: To make a toy from the past</p>	<p>world in relation to the North and South Pole</p> <ul style="list-style-type: none"> • To use maps, atlases and globes to identify continents and oceans studied at this key stage • To learn about changes within living memory, including what this reveals about aspect of change in national life • To identify similarities and differences between ways of life in different periods
<p>Art/DT</p> 	<p>Penguins and Polar Bears</p> <p>Childhood</p>	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use sculpture to develop and share their ideas, experiences and imagination • To learn about the work of craft makers describing the differences and similarities between different practices and disciplines, and making links to their own work • To learn about the work of a range of artists, describing the differences and similarities, and making links to their own work • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
<p>Religious Education</p> 	<p>Believing and Belonging - Christianity</p>	<p>Is God important to everyone? Christianity</p> <ul style="list-style-type: none"> • Everyone is important to God • Jesus taught people and showed by example how God wanted them to live <p>Are religious celebrations important to people? Christianity</p> <ul style="list-style-type: none"> • Christmas – celebration of Jesus’ birth • Easter – celebration of Jesus’ resurrection • Harvest – celebration of the riches of God’s world
<p>Computing</p> 	<p>Programming –algorithms</p>	<ul style="list-style-type: none"> • To understand that programs execute by following precise and unambiguous instructions. • To use logical reasoning to predict the behaviour of simple programs. • To create and debug simple programs. • To use logical reasoning to predict the behaviour of simple programs.