**Heyhouses C.E. Primary School Termly Overview**

**Spring Term 2 Year 1**

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| **Subject** | **Unit** | **Outcome** | **Hands on Experience-visitors etc.** |
| **English and SPaG** | **Nature Detectives**  Percy the Park Keeper stories  Instructions - Mother’s Day card  Non-fiction – Farm Animals | To use finger spaces, capital letters and full stops.  To use phonics knowledge to read and spell words correctly.  To use labels and captions.  To use nouns, verbs and adjectives.  To sequence the events of a story. | Farm Trip. |
| **Maths** | Week 1 – Addition and Subtraction | Daily Number  To improve daily number and reasoning skills. |  |
| Week 2 – Counting and Money |
| Week 3 – Fractions |
| Week 4 – Assessment week |
| Week 5 – Measuring length and mass/weight |
| Week 6 – Position and Direction |
| **Science** | Growing and looking after Plants – sunflowers. Observations. | To learn about the process of planting seeds.  To observe the changes, measure in cm’s and count the number of leaves on the sunflower as they grow.  To label the parts of a plant.  To use observations to suggest answers to questions.  To gather and record data to help in answering questions. | Growing our own sunflowers. |
| **Computing** | Purple mash unit 1.3 Pictograms – favourite fruit | To understand that data can be represented in picture format.  To contribute to a class pictogram.  To use a pictogram to record the  results of an experiment. |  |
| **Geography** | Town / Countryside comparison – ‘Farms’ | To use basic key geographical vocabulary to refer to physical and human features.  To use simple compass directions and locational and directional language. | Farm Trip. |
| **History** |  |  |  |
| **Art and DT** | DT - Fruit Salad (stimulus story Oliver’s Fruit Salad)  Art - Easter Cards, Mother’s Day cards | To recognise and name a variety of fruit and vegetables.  To know where food comes from.  To use pictures and words to describe what we want to do.  To make a food product.  To talk about our work.  To describe our food product using its properties  To recognise what we have done well in our work and suggest things we could do in the future. | Making our own fruit salad. |
| **Music** | Pitch and Rhythm | To develop pitch and rhythm. | Music with Mr McKenzie/Mrs Powesland. |
| **RE** | Easter | What is the most important part of the Easter story? |  |
| **PSHE** | It’s My Body | Explain how much sleep they need.  Discuss why exercise is good for them.  Understand they can choose what happens to their bodies.  List healthy snacks.  Know to ask a trusted adult if uncertain about whether something is safe to eat or drink.  Demonstrate hygienic ways to look after their bodies. |  |
| **PE/Games** | FMS – Kicking Unit  FMS and Gym – Jack and the Beanstalk | To explore different ways of kicking objects with increasing accuracy and control.  To receive a kick with control.  To intercept a ball.  To show a jump 2 feet to 2 feet with a straight shape.  To throw overarm with some accuracy.  To climb with confidence. | Mr Nay sports sessions. |