

Heyhouses C.E. Primary School Termly Overview

Spring Term 2 Year 1

<u>Subject</u>	<u>Unit</u>	<u>Outcome</u>	<u>Hands on Experience-visitors etc.</u>
<u>English</u>	<p>'Here We Are' reading unit (space theme)</p> <p>Poem on a theme – weather / farms</p> <p>'Chocolate cake' reading unit</p> <p>Stories with familiar settings</p> <p>Recount from personal experience</p>	<p>Develop inference of characters' actions.</p> <p>Using nouns and adjectives Recreate a poem in a familiar style / structure.</p> <p>Orally compose and record a sentence and use capital letters and full stops to demarcate sentences.</p> <p>Plan and write a story using 'and' to join words and clauses. Re-read sentences to check they make sense and edit writing to enhance the impact on the reader</p> <p>Use past tense verbs to recount an event orally</p> <p>Plan and write a recount</p>	<p>Farm Trip.</p>
<u>Maths</u>	<p>Unit 8 – numbers to 50</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p>	

	<p>Unit 9 – introducing length and height</p> <p>Unit 10 – introducing mass and capacity</p>	<p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Given a number, identify one more and one less</p> <p>Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>Measure and begin to record the following: lengths and heights</p> <p>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>measure and begin to record the following: mass/weight, capacity and volume</p>	
<p><u>Science</u></p>	<p>Growing and looking after Plants – sunflowers. Observations.</p>	<p>Learn about the process of planting seeds. To observe the changes, measure in cm’s and count the number of</p>	<p>Growing our own sunflowers.</p>

		<p>leaves on the sunflower as they grow.</p> <p>To learn the parts of a plant.</p> <p>To use observations to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p>	
<u>Computing</u>	Data and Information – Grouping Data	Put objects into groups, sort groups and answer questions about data.	
<u>Geography</u>	Town / Countryside comparison – ‘Farms’	<p>To use basic key geographical vocabulary to refer to physical and human features.</p> <p>To use simple compass directions and locational and directional language.</p>	Farm trip
<u>History</u>	The life of Mary Anning (a specific individual of national importance).	To know about the life of Mary Anning, that she discovered fossils and to know that dinosaur lived millions of years ago and came in different shapes and sizes.	Crafts
<u>Art and DT</u>	<p>DT - Fruit Salad (stimulus story Oliver’s Fruit Salad)</p> <p>Art - Easter Cards, Mother’s Day cards</p>	<p>Recognise and name a variety of fruit and vegetables.</p> <p>Know where food comes from.</p> <p>Use pictures and words to describe what we want to do.</p> <p>Make a food product.</p> <p>Talk about our work.</p> <p>Describe our food product using its properties.</p> <p>Recognise what we have done well in our work and suggest things we could do in the future.</p>	Making our own fruit salad.
<u>Music</u>	Pitch and Rhythm	Develop pitch and rhythm.	Music with Mr MacKenzie

<u>RE</u>	Easter	What is the most important part of the Easter story?	
<u>PSHE</u>	It's my Body	<p>Explain how much sleep they need</p> <p>Discuss why exercise is good for them.</p> <p>Understand they can choose what happens to their bodies.</p> <p>List healthy snacks.</p> <p>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.</p>	
<u>PE/Games</u>	FMS – Rolling a ball	Able to roll a ball accurately whilst stepping forwards.	
	FMS Underarm throwing games	<p>Throw accurately, facing the direction of the throw and to step forwards with opposite foot to the throwing hand.</p> <p>To follow through with arm.</p>	

