**Spring 1**

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| Maths | Place Value within 20  Addition and Subtraction within 20 |
| English | Astro Girl by Ken Wilson-Max  This is a unit using Astro Girl. Children arrive to class to discover a backpack that contains several items and deduce that the owner might be an astronaut. They share part of the text before writing in role as Astrid. Then, reading for retrieval, the children read on in the text before ‘book-marking’ and using the noun found to create commands in the format of a ‘how to’ guide. They collaborate to pose questions and write predictions as responses before reading to the end of the text. Then they are asked to write a leaflet about training to be an astronaut, space-travel and other facts and research layout and language features of this type of writing. There is also a session on glossaries and the suggestion that the leaflets be  ‘instantly published’  Beegu by Alexis Deacon  This is a unit that opens with the teacher informing the children that a friendly alien is on the loose somewhere in the local vicinity and needs our help. Children describe the alien before writing letters of advice. They then begin to read the story and connect with the main character by discussing and writing about Beegu’s feelings as the key events unfold.  When the happy ending is revealed, children write in role as Beegu’s parents considering the questions that they might ask her when they are reunited. Children then go on to make sock puppets of their own alien and to write short reports on these before writing their own narrative based on the story shape of Beegu. |
| R.E. | What is the good news Jesus brings? |
| Computing | Programming – moving a robot  Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms. |
| Science | Materials 1  This unit takes children through six lessons where they learn how to distinguish between an object and the material from which it is made. They also learn how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. They describe the simple physical properties of a variety of everyday materials. And finally, they learn how to compare and group together a variety of everyday materials on the basis of their simple physical properties. |
| PSHE | Dreams and goals  In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the  feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well. |
| Spanish | Colours and Numbers  Throughout this unit, new vocabulary is introduced over the period of two lessons followed by one lesson of consolidation (Lesson 1 – red, yellow, blue, green, grey. Lesson 2 – white, purple, orange, brown, black. Lesson 3 – consolidation of all colours. Lesson 4 – numbers 1-5. Lesson 5 - numbers Los colores y los números  1-6. Lesson 6 – numbers 1-10). Plenty of repetition and consolidation activities are provided to maximise learning. |
| Geography | The UK  This unit introduces the United Kingdom. Children will begin to name, locate and identify the countries of the UK and the surrounding seas. They will build on this knowledge when they continue studying the UK in Year 2.  Children will make progress in this unit as they build knowledge of the UK and learn more about each country. The UK's landscape, weather and agriculture are covered throughout the lessons, giving the children an opportunity to share their own experiences. They will make progress in their map work as they use atlases to identify the countries of the UK, recognising that the maps of the UK show a much larger area than the maps of the local area they used in the previous unit. This understanding will help form a foundation from which they can later understand scale in KS2. |
| PE Indoor | Striking games  I can stop a ball with basic control  I can send a ball in the direction of another  person and collect a ball  I can take part in sending and receiving activities with a partner  I can talk about exercising, safety and  short term effects of exercise |
| PE Outdoor | Dance  I can copy and explore basic body patterns and movements.  I can remember simple dance steps and perform them in a controlled manner.  I can choose actions and link them with sounds and music.  I can safely perform teacher led warm-ups  and can describe and discuss others' work. |