

DIY: Tools of the Past

Year 1 Spring 1



History: Understanding changes in Britain from the Stone Age to the Iron Age

- To understand where the Stone Age fits into the chronological framework
- To understand how we can find out about the past
- To know and understand some facts about Stone Age life in Britain
- To communicate knowledge in different ways
- To understand some of the changes between the Stone Age and the Bronze Age, e.g. development of technology
- To identify some of the ways in which life in the past was different from their own lives
- To begin to understand that story or memory is not reliable & begin to distinguish fact from fiction

Geography: UK

- To locate the areas of the UK with archaeological evidence of the Stone Age & Bronze Age periods on a map.
- To consider how the physical features affect settlement

Science: Materials and Changing Seasons

- Recognise and name a variety of widely used materials. For example: wood, plastic, rock, paper, metal
- Explain why materials are chosen for specific tasks based on their properties. For example, wool for clothing, glass for windows, wood for tables, metal for bridges
- To make comparisons between materials
- Become aware that some materials are natural and some are man-made
- Identify familiar, everyday uses of magnets. For example: in toys, in cabinet locks, in refrigerator magnets
- Classify materials according to whether they are or are not attracted by a magnet.
- Observe and describe weather associated with the seasons and how day length varies.
- Recognise the importance of the sun as a source of light and warmth
- Understand daily weather changes.
- To record observations in words, pictures or simple tables

English:

Reading

- Apply phonics knowledge and skills to decode words
- Read some common exception words
- Begin to use other strategies to support reading, e.g. using syllables, rhyme
- Explain their understanding of what they are reading and/or is being read to them, linking this to their own experience
- Begin to recognise key features of non-fiction texts.
- Predict what might happen on the basis of what has been read
- Draw inferences on the basis of what is being said and done
- Participate in discussion about what is read, taking turns and listening to others & express views about reading.

Writing:

- Write sentences by composing a sentence orally before writing it
- Use known phonic sounds to support spelling.
- Spell some known words correctly.
- Record factual information using simple captions and short statements.
- Sequence sentences to form short narratives or simple factual reports
- Re-read their work to check it makes sense and begin to edit and improve it.
- Use new and familiar punctuation correctly

Mathematics:

Number and Operations

- Count to and across 100 forwards and backwards
- Write numbers to 20 in numerals and words
- Count in multiples of 2s and 10s and begin to count in 5s
- Identify and represent numbers using objects and pictorial representations including the number line
- Use mathematical language of; equal to, more than, fewer, most, least.
- Represent and use number bonds within 20 and related subtraction facts
- Read, write and begin to interpret mathematical statements involving addition (+), subtraction (-) and equals (=)
- Solve problems involving the addition and subtraction of one and two-digit numbers (including zero)

Shape and Measures

- Recognise and use language related to dates, including days of the week, months and years
- Tell the time to the hour and half past
- Solve practical problems involving time
- Recognise, name and describe simple 2-d shapes, and solve problems involving these
- Compare, describe and solve practical problems involving mass and weight, and length and height

Art:

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To understand art as a means of communication
- Study cave paintings as an early art form and a means of communication and create their own art in this style.

DT:

- To use a range of materials creatively to design and make products.
- To evaluate their designs as fit for purpose, and consider how to improve them.
- Create model of Stone Age/Bronze Age hut
- Weave with different materials, including natural resources.
- Use different materials to make pots – e.g papier mache and clay
- Design and make clay bead jewellery
- Make bread - mixing, kneading and shaping.

PE:

realPE:

- Explore different types of balance including static and on a line.

realGym: Shape and Travel

- Explore and describe different movements
- Order instructions, movements and skills.
- Select and link different movements and shapes



Computing: Digital Painting

- To understand how we can use a computer to paint.
- To use shapes and lines to create art on a computer.
- To make choices about what shapes and styles to use to create our computer art.
- Compare computer art and painting.



Music:

- Use their voice expressively and creatively in songs, chants and rhymes
- Play untuned instruments, thinking about pulse and rhythm
- Listen to a range of music, and express views about what they are listening to.
- Experiment with, create, select and combine sounds to compose simple piece of music.
- Begin to use simple annotations to represent music.
- Learn and perform simple songs and musical pieces, using both voice and untuned instruments.

RE: Christianity

Why did Jesus tell parables?

- To understand that stories teach us things.
- Explore the stories written in the bible that were told by Jesus
- To understand that Jesus told stories to explain important truths and values to people.

Why do Christians call Jesus 'saviour'?

- To explore how Jesus was a friend and saviour.
- To understand the value of friendship
- To understand that many people's lives were changed by meeting Jesus.

PSHE: Living in the Wider World

Belonging to a community

- Understand what rules are and that we can have different rules in different situations
- Understand that people have different needs and how we care for people in different ways

Money and work

- Understand that everyone has different strengths, in and out of school
- Understand how different strengths and interests are needed to do different jobs
- Find out about different jobs and the work people do and understand the people whose job it is to help us in the community