

Subject Year 1	Spring 1 Animals including humans	Spring 2 Natural World/ Plants
English	<i>Poetry</i> <i>Stories with Predictable Phrasing</i> <i>Report</i>	<i>Traditional Tales and Fairy Tales</i> <i>Report</i>
Maths	See additional document	
Science Allotment	Identify and name variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Identify and describe the basic structure of a variety of common flowering plants including trees. Identify and name a variety of common wild and garden plants including deciduous and evergreen trees
Working scientifically to include	Use observations to compare and contrast animals first hand; identify and group; compare differences using senses	Observe closely; compare and contrast; identify and group; change over time. <u>Science week March 14th</u>
Geography	<i>Use world maps and atlases</i> <i>Which part of the world do animals come from?</i> <i>Locate and name the world's seven continents and five oceans</i>	<i>Seasonal weather patterns in UK (spring)</i>
History	How animals become extinct How the world has changed (and how this affects animals) How we have changed	To find out about the lives of significant individuals – Andy Goldsworthy
Art	Use colour, pattern, texture, line, shape form and space Use drawing, painting and sculpture to develop and share ideas Senufo spirit drawings – pattern, mixed media, pastels, charcoal, pencils, pens	Use colour, pattern, texture, line, shape form and space Use drawing, painting and sculpture to develop and share ideas Andy Goldsworthy and Easter Spring Landscape
Art skills	Blending Mixing media (contrast)	Observational Texture Investigating colour
D.T.	Using tools Design purposeful functional appealing product based on design criteria - Evaluate their ideas and products against criteria	Select from a range of tools Exploring materials
DT Skills		Using tools
PE (2 sessions a week)	Gymnastics	Agility
I.C.T.	<u>Starting Research</u> To know that information can come from many different sources, both digital and non-digital.	

	Explore different sources and consider how they can be used for information. Talk about the differences eg book in library and locating a website.	
Independent Task	Compose questions on animals. Independently use suitable digital resources to find information. Use templates to organise the information they have found.	
Music	Exploring instruments	Exploring instruments
R.E.	<p><u>BELONGING</u> Belonging to a family and groups both in and out of school. Welcoming babies into the family Welcoming Ceremonies. Choose from, for example: Christening/dedication/baptism (Christianity), Aqiqah (Islam), etc People who belong to religious communities: Visit from a Christian, visit from a person of a different faith What it means to belong to a religious community How do our actions reflect our values?</p>	<p><u>EASTER</u> Giving up something for love Stories of Jesus' life; 'Dogger' by Shirley Hughes What is important to them? What was important to Jesus? Which parts of the Natural World do people find wonderful?</p>
PSHE/SEAL	Going for Goals Living in a diverse	Good to be Me