

Computing: Rocket to the Moon

NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content. To understand what algorithms are: how they are implemented as programs on digital devices; and the programs that execute by following precise and unambiguous instructions. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet and other online technologies.

- To recognise that digital content can be represented in many forms.
- To use a computer to design and label
- To sequence a set of instructions
- To follow and debug instructions
- To add data to a table or spreadsheet

RE

1.10: What does it mean to belong to a faith community?

Christians, Jews, Muslims and non- religious worldviews.

Geography: Let's go to the Arctic!

NC: To compare seasonal and daily weather patterns in the UK and a cold area of the world in relation to the Equator and North and South Poles. Use geographical vocabulary. Explore similarities and differences between UK and non EU area.

- To locate the Arctic Circle.
- To describe the climate in the Arctic.
- To explore the Arctic's physical features.
- To explore the animals living in the Arctic.
- To explore cities and towns in the Arctic Circle.
- To compare an Arctic town to a city on the UK.

Let's go to the Arctic!



Year 1: Cycle A,
Spring 1

Art: Formal Elements of Art

NC: Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.

- To create repeating patterns
- To explore different textures
- To create a picture using collage and frottage
- To create a 3D drawing
- To apply an understanding of tone to create a 3D drawing.

Science: Identifying Animals

Animals, including Humans

NC: Identify and name a 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).

- To identify and name a variety of common animals.
- To be able to identify and name a variety of common UK mammals.
- To be able to identify and compare a variety of common UK birds and reptiles.
- To be able to identify and compare a variety of common UK fish and amphibians.
- To be able to identify and sort carnivores, herbivores and omnivores.
- To be able to take care of animals.
- To collect data about animals and answer questions.

Let's go to the Arctic!



Year 1: Cycle A,
Spring 1

PE

Games - Striking and Fielding
Dance

Music

In the Groove

| <u>Maths</u> | <u>Literacy</u> |
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| <ul style="list-style-type: none">- Addition & Subtraction (within 20)- Place Value (within 50) | <p>'The way home for wolf' by Rachel Bright and Jim Field. Fiction</p> <ul style="list-style-type: none">• Full stops and capital letters• Sequencing a story• Adjectives• Conjunctions |