

Year – 1		Under the Sea	Spring 1
ROOTS Link: Take Care	Whole School Project: -	Ignites, Trips, Visits & Visitors: Birmingham Aquarium Explorers day Greenleys middle immersion room/ VR headsets oceanconservationtrust.org	
<p>Vision: Using the key text The Great Explorer to link the project and Science. Looking at our planets oceans, seas, cliff and ports. Some of the animals within them. What to wear to survive as an Explorer.</p> <p>Computing- Promote your learners’ understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.</p>		<p>Key Texts: The Great Explorer- Chris Judd Billy Twitters and the Blue Whale Problem Katie and the Limpet</p>	
History/ Geography			
NC Links	Knowledge	Skills	
<ul style="list-style-type: none"> Name and Locate the world’s 5 oceans Use basic physical geographical vocabulary, beach, cliff, sea, coast, ocean. Use basic human geographical vocabulary, port, harbor Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<p>Earth is made up of approximately 71% water.</p> <p>Name the Five oceans, including the Arctic, Atlantic, Indian, Pacific and Southern</p> <p>Name seas around the United Kingdom (English Channel, North Sea, Irish Sea and the Atlantic Ocean)</p> <p>Difference between Ocean and Sea (Seas are smaller than oceans and are usually located where the land and ocean meet. Typically, seas are partially enclosed by land).</p> <p>Name basic physical geographical vocabulary beach, cliff, coast, sea, ocean</p> <p>Name basic geographical vocabulary , port, harbor</p> <p>How Humans use of beaches impact the oceans</p> <p>OL: Can I explain what the seaside is?</p> <p>OL: Can I explain where seas are located?</p>	<p>Use map of the world to locate the worlds five oceans</p> <p>To make observations from pictures, videos about the features of costal areas</p> <p>Identify the human impact on the ocean environment</p> <p>Use a range of different resources to locate the countries of the UK including: world maps, atlases, google earth and globes.</p> <p>OL: Can I identify the physical features of the coast?</p> <p>OL: Can I identify the human features of the coast?</p>	

Speaking & Listening		
Speaking & Listening	Presentation	
<ul style="list-style-type: none"> ● Listen and respond appropriately to adults and their peers ● Ask relevant questions to extend their understanding and knowledge ● Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ● Consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Select and use appropriate registers for effective communication</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	
Spelling & Phonics		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> ● all letters of the alphabet and the sounds which they most commonly represent ● consonant digraphs which have been taught and the sounds which they represent ● vowel digraphs which have been taught and the sounds which they represent ● the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants ● guidance and rules which have been taught 	<ul style="list-style-type: none"> ● To know and apply all phases of phonics sounds ● Use spellings rules taught in their written work 	<p>Apply the following spelling rules:</p> <p>Digraphs:</p> <p>/oi/ /ai/ /ay/ /oy/ /oa/ /ow/ /ee/ /ea/ /ie/</p>

Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> ● sit correctly at a table, holding a pencil comfortably and correctly ● begin to form lower-case letters in the correct direction, starting and finishing in the right place ● form capital letters <p>Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these.</p>	<ul style="list-style-type: none"> ● Know upper and lower case letters ● To know letter families within the Think Write scheme (i.e. Harriet the Cow) ● To know when to use a capital letter 	<ul style="list-style-type: none"> ● Are able to rearranging words and punctuation to create a question and understand that a question should contain a question word ● Is able to explain the term 'noun' and 'adjective' ● form digits 0-9

Science- Polar Places

Enquiry Questions:

Why do you think people go on expeditions?
 Where would you like to visit on an expedition?
 What special things would you need to take with you?
 Who was Captain Scott of the Antarctic? What did he do?

Key Vocabulary:

Artic- the Artic is the area around the northernmost part of the earth.
 Antarctic- the Antarctic is the area around the southernmost part of the Earth.
 Carnivore- an animal that eats mostly meat, e.g. spiders, frogs, owls, polar bears, seals, whales and wolves.
 Flexible- a material that bends easily without breaking.
 Habitat- the place where you will normally find an animal or plant living
 Herbivore- an animal that eats only plants.
 Omnivore- an animal that eats both meat and plants.
 Waterproof- does not let water through

NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. 	<p>Children will plan an expedition to the polar regions, learning about properties of different materials, and a range of living things in the polar regions.</p>	<p>OL: Can I identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. OL: Can I identify and name common animals that are carnivores, herbivores and omnivores. OL: Can I describe and compare the structure of a variety of common animals. OL: Can I describe the simple properties of a variety of everyday materials. OL: Can I compare and group together a variety of everyday materials on the basis of their simple properties.</p>

Computing		
NC Links	Knowledge	Skills
<p>National Curriculum Objectives</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully 	<p>Digital writing</p> <p>Promote your learners' understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.</p>	<p>OL: Can I open a word processor</p> <p>OL: Can I recognise keys on a keyboard</p> <p>OL: Can I enter text into a computer</p> <p>OL: Can I use letter, number, and space keys</p> <p>OL: Can I use backspace to remove text</p> <p>OL: Can I type capital letters</p> <p>OL: Can I identify the toolbar and use bold, italic, and underline</p> <p>OL: Can I select a word by double-clicking</p> <p>OL: Can I select all of the text by clicking and dragging</p> <p>OL: Can I change the font</p> <p>OL: Can I decide if my changes have improved my writing</p> <p>OL: Can I use 'undo' to remove changes</p> <p>OL: Can I write a message on a computer and on paper</p>
RE		
NC Links	Knowledge	Skills
<p>See RE guidance non-statutory 2010</p>	<p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.</p>	<ul style="list-style-type: none"> • OL: Can I think about what a good friend does and what a good friend does not do? • OL: Can I investigate Bible stories and how Jesus showed friendship? • OL: Can I investigate Bible stories and reflect on how easy Jesus showed friendship in each story? • OL: Can I reflect on the key question and think about how I show friendship at school?

PSHE- Dreams and Goals		
NC Links	Knowledge	Skills
See non-statutory guidance NC	<p>Focus: -</p> <p>Children will learn what it to succeed is.</p> <p>To understand how it felt when they succeeded.</p> <p>To succeed in a new challenge and how to celebrate it.</p>	<p>OL: Can I set simple goals?</p> <p>OL: Can I set a goal and work out how to achieve it?</p> <p>OL: Can I understand how to work well with a partner?</p> <p>OL: Can I tackle a new challenge and understand this might stretch my learning?</p> <p>OL: Can I identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them?</p> <p>OL: Can I tell you how I felt when I succeeded a new challenge and how I celebrated it?</p>

ART		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> Understand patterns in nature, design and make patterns in a range of materials Identify, describe and use shape for purpose. Use, express and experiment with line for purpose, then use appropriate language to describe lines. 	<ul style="list-style-type: none"> To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Explore and create ideas for purposes and intentions Recognise and describe key features of their own and other's work.

PE- Dance Moving Words		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Develop skills of travelling, turning, stillness; changing shape, size, direction, level, speed and actions, using words as the stimuli 	<p>Focus: Create, perform and share short dances based on-action words, whole body actions, part body actions, travel and gestures. Have a clear start and finish to the dance with repeated shapes and actions in the middle</p>	<p>OL: Can I perform a short motif using action words as stimuli that has different levels, direction and dynamics? OL: Can I develop the range of action words performed and introduce music to the motif? OL: Can I develop the motif into an individual dance phrase to music and start to explore a phrase with a partner? OL: Can I perform phrases and observe and describe movements, and suggest ways to improve their performance? OL: Can I perform phrases with contrasting dynamics and observe and describe movements, and suggest ways to improve their performance? OL: Can I perform the core task to music?</p>

Maths		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. • given a number, identify one more and one less • 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 • read and write numbers from 1 to 20 in numerals and words 	<ul style="list-style-type: none"> • Number: addition and subtraction within 20 • Place value (within 50)- Continued into Spring 2 	<ul style="list-style-type: none"> • Add by counting on • Find and make number bonds • Add by making 10 • Subtraction- not crossing 10 • Subtraction- Crossing 10 • Related facts • Compare number sentences • Numbers to 50 • Tens and ones • Represent numbers to 50 • One more one less • Compare objects within 50 • Compare numbers within 50