



The Minster Infant School
School of Inspiration: Preparing for a bright future with innovative and exciting learning.
Planning sheet to ensure breadth and balance; progression and continuity
Year One, Spring One 2020 Topic: The World



<p>ENGLISH The children will <u>Spoken language</u> Speak & listen at greater length with more confidence in small and large groups Re-enact stories through role play using puppets</p> <p><u>Reading</u> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words reread these books to build up their fluency and confidence in word reading Discuss the appearance, behaviour characteristics and goals of characters. Understand the difference between fiction and non-fiction.</p> <p><u>Writing</u> Leave spaces between words Use joining words and joining clauses using "and" Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learn the grammar for year 1 in English</p> <p><u>Phonics</u> Read write inc streamed groups.</p> <p><u>Handwriting</u> The children are beginning to learn how to join using cursive handwriting. The joins taught this half term are continuous cursive bottom letter joins: ai, but, ch, ck, er, ff, jg, sh, th, au, aw</p>	<p>MATHS The children will</p> <p>Shapes and Patterns To be able to recognise four basic 3-D solid shapes: spheres, cubes, cuboids and pyramids. To be able to recognise 2-D shapes in the everyday environment. To be able to group shapes using different criteria. To be able to make patterns using common 2-D shapes.</p> <p>Length and Height To be able to compare height and length using key terminology. To be able to measure objects using other items as non-standard units of measure, such as pencils or paper clips. To be able to measure the height and length of items using parts of the body. To be able to understand the concept of using rulers for measuring height and length. To be able to apply knowledge of length and height to solve problems.</p> <p>Numbers within 40 Use the making 10 strategy to count numbers above 10; to be able to represent numbers on a number line. Use the ten-frame method of organisation and place-value cards to assist pupils in writing numbers to 40; to be able to encourage multiple ways of counting, including counting by 2, 5 and 10. Understand that digits represent tens and ones; to be able to represent numbers using Base 10 materials and numbers. Use place value to compare two or three numbers and determine which number is bigger/smaller; to be able to arrange three numbers in order of size. Compare numbers using number bonds, 100-squares and number lines to determine how much more/less.</p>	<p>SCIENCE The children will learn about the topic:</p> <p><u>The Weather</u> The children will know that the weather is different in each season and will make simple observations of the weather. They will discuss changes across the four seasons and how day length varies due to the weather associated with each season. They will interpret simple data to describe changes in weather.</p>
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<p>Computing</p> <p>The child will Describe what actions I will need to do to make something happen and begin to use the word algorithm. Press the buttons in the correct order to make my robot do what I want. Use software to create movements and patterns on a screen. To create an algorithm in advanced mode. Use the word debug when I correct mistakes. Use the word debug when I correct mistakes. Debug code</p>	<p>Geography</p> <p>The child will Use geographical terms & ask questions about localities – The Arctic/deserts/The Antarctic Observe physical & human aspects of localities Express own views about peoples places and environments communicated in different ways Investigate similarities/differences between themselves and other peoples/localities Know where places are on maps & globes Identify areas by geographical features Know that weather is different in different parts of the world and give reasons Know that weather affects how people live their lives Develop awareness of other cultures – Inuits, Tuareg</p>	<p>Religious Education</p> <p>The child will Learn about Parables- Sacred & Inspirational Writings What are some of the stories Jesus told? What did the stories mean? Focusing on the parables The Lost Coin, The Lost Sheep and The Good Samaritan the children will reflect on what it shows that Jesus valued and what messages Jesus was trying to convey to the people listening.</p>	
<p>Art</p>	<p>Music</p>	<p>P.E</p>	<p>PSHE</p>
<p>The child will Explore discuss & develop ideas Record experiences/observations/imagination Investigate range of materials and processes Recognise artefacts & images as source of ideas for own work Develop skills in mixing shades of colour using paint Design and make collage of imaginary Arctic flowers Begin to make associations with colours – Know about artwork from other cultures and recreate artwork in an aboriginal style Develop suitable vocabulary to describe / value / judge own and peers' work Appreciate need to work safely & co-operate with others.</p>	<p>The child will Listen & respond to pieces of music from different cultures & countries Begin to appreciate and discuss these Recognise that sounds can be made to achieve a particular effect – hot/cold & long/short sounds Create simple accompaniment to song Explore and organise sounds in response to music heard Use appropriate vocabulary to describe music and sounds Develop awareness of need to look after instruments and share them carefully with others Learn and sing two contrasting songs from memory</p>	<p>The child will Explore different ways of moving using feet Explore basic actions & ideas with increased understanding Respond to stimuli and apply skills & actions developed Create and perform simple dances using movement patterns including those from different cultures Change rhythm speed level and direction of movement in response to stimuli/instructions Repeat & explore simple skills and actions with basic control and co-ordination Be aware of basic hygiene /safety rules before, during and after all PE sessions</p>	<p>The children will -recognise different things that go onto and into our bodies (both good and harmful) -identify people who take care of them -recognise the family networks they belong to -know rules we have to keep us safe - know different ways of keeping physically and emotionally safe -Know the shared responsibility for keeping themselves and others safe - provide responses to ensure their own safety and that of others</p>