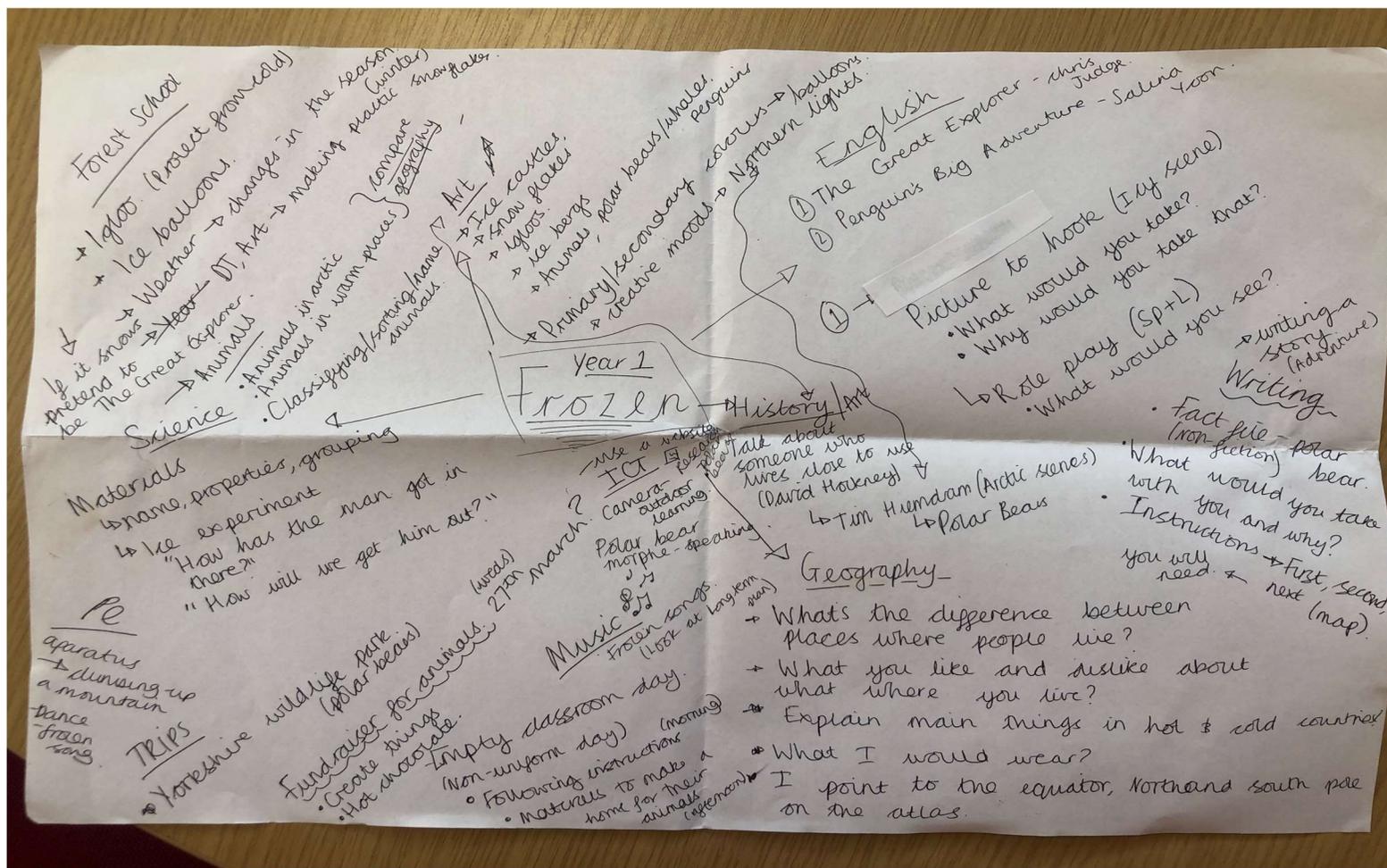


# Topic planning

Year 1 Spring term

## Topic overview:

## FROZEN



Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)		Discrete?
Reading	<p><i>Applying Phonics</i></p> <ul style="list-style-type: none"> <li>▪ I know which parts of words can be decoded using phonics.</li> <li>▪ I blend sounds in unfamiliar words based on known GPCs.</li> <li>▪ I read words with familiar endings - s, es, ing, ed, er, est.</li> <li>▪ I read words which have the prefix -un added.</li> <li>▪ I read phonically decodable texts, with confidence.</li> <li>▪ I divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset.</li> </ul> <p><i>Reading for Pleasure</i></p> <ul style="list-style-type: none"> <li>▪ I say what I like or dislike about a book.</li> <li>▪ I say if a story reminds me of another story or something that I have experienced.</li> <li>▪ I listen to others' ideas about a book.</li> <li>▪ I find familiar story language in stories read aloud to me or ones I have read independently.</li> <li>▪ I retell key stories orally using narrative language.</li> <li>▪ I recognise rhyming language.</li> </ul>	<p><i>Reading Accurately, with Fluency and with Understanding</i></p> <ul style="list-style-type: none"> <li>▪ I use prior knowledge to understand texts.</li> <li>▪ I identify unfamiliar words and ask about meaning.</li> <li>▪ I use the context to make informed guesses about the meaning of unfamiliar words.</li> <li>▪ I make predictions based on the events in the story.</li> <li>▪ I give an opinion about a character.</li> <li>▪ I know that stories can have similar characters.</li> </ul>	
Writing (GPS)	<p><i>Handwriting</i></p> <ul style="list-style-type: none"> <li>▪ I form lower case letters in the correct direction, starting and finishing in the right place. (<i>cursive- kicks and flicks</i>)</li> </ul> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>▪ I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> </ul>	<p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>▪ I use 'and' to join ideas within a sentence. (<i>'I went to the park and played on the swing.'</i>)</li> </ul> <p><i>Punctuation</i></p> <ul style="list-style-type: none"> <li>▪ I begin to use other punctuation such as exclamation and question marks.</li> <li>▪ I use a full stop accurately.</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ I write from memory simple dictated sentences including the words taught so far.</li> </ul> <p><i>Composition</i></p> <ul style="list-style-type: none"> <li>▪ I plan my writing by saying what I am going to write about. (<i>build a sentence</i>)</li> <li>▪ I read my own writing aloud so it can be heard by others and check for sense. (<i>'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'</i>)</li> </ul>		
Sp&L	<ul style="list-style-type: none"> <li>• I speak clearly and confidently in front of people in my class.</li> <li>• I re-tell a well known story and remember the main characters.</li> <li>• I hold attention when playing and learning with others.</li> <li>• I keep to the main topic when we are talking in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• I ask questions in order to get more information.</li> <li>• I start a conversation with an adult I know well or with my friends.</li> <li>• I listen carefully to the things other people have to say in a group.</li> <li>• I join in with conversations in a group.</li> <li>• I join in with role play.</li> </ul>	
Maths	<p>Place Value</p> <ul style="list-style-type: none"> <li>▪ Given a number, I can identify 1 more or 1 less.</li> </ul> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>▪ I add and subtract 1-digit and 2-digit numbers to 20, including zero.</li> <li>▪ I solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul> <p>Multiplication and Division</p> <ul style="list-style-type: none"> <li>▪ I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial</li> </ul>	<p>Fractions</p> <ul style="list-style-type: none"> <li>▪ I recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul> <p>Measures</p> <ul style="list-style-type: none"> <li>▪ I measure and begin to record the following: mass/weight.</li> <li>▪ I measure and begin to record the following: length and heights.</li> <li>▪ I compare, describe and solve practical problems for: time.</li> </ul> <p>Geometry</p>	

	<p>representations and arrays with the support of my teacher.</p>	<ul style="list-style-type: none"> <li>▪ I identify and describe common 2D shapes, including: rectangles (including squares) circles, triangles.</li> <li>▪ I describe position, direction and movement, including half, quarter and three-quarter turns.</li> </ul>	
Science	<ul style="list-style-type: none"> <li>• I observe and comment on changes in the seasons.</li> <li>• I name the seasons and suggest the type of weather in each season.</li> <li>• I name a variety of animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• I classify and name animals by what they eat (carnivore, herbivore and omnivore).</li> <li>• I sort animals into categories (including fish, amphibians, reptiles, birds and mammals).</li> </ul>	<ul style="list-style-type: none"> <li>• I name wood, plastic, glass, metal, water and rock.</li> <li>• I describe the properties of everyday materials.</li> <li>• I group objects based on the materials they are made from.</li> <li>• I distinguish between an object and the material it is made from.</li> <li>• I explain the materials that an object is made from</li> </ul>	
History	<ul style="list-style-type: none"> <li>• I talk about someone famous who was born or lived near our town. (David Hockney link to comparing places in Geography). Comparing with Arctic scenes – Tim Heimdal.</li> </ul>		
Geography	<ul style="list-style-type: none"> <li>• I explain how the weather changes throughout the year and name the seasons. I keep a weather chart and answer questions about the weather.</li> <li>• I say what I like and do not like about the place I live. (Opinions on Saltaire)</li> <li>• I point to the equator, North and South Pole on an atlas and globe.</li> </ul>	<ul style="list-style-type: none"> <li>• I explain some of the main things that are in hot and cold places.</li> <li>• I explain the clothes that I would wear in hot and cold places.</li> </ul>	

Art	<ul style="list-style-type: none"> <li>• I create moods in art work. (Comparing how the two artists create different feelings and moods with their colours)</li> <li>• I name the primary and secondary colours (Hockney)</li> </ul>	<ul style="list-style-type: none"> <li>• I describe what I can see and give an opinion about the work of an artist.</li> <li>• I ask questions about a piece of art.</li> <li>• I use IT to create a picture.</li> </ul>	
DT	<ul style="list-style-type: none"> <li>• I make my model stronger (Ice castle)</li> <li>• I use my own ideas to make something.</li> <li>• I make a product which moves (animal that moves)</li> </ul>		
Music	<ul style="list-style-type: none"> <li>• I use my voice to speak, sing and chant.</li> <li>• I follow instructions about when to play and sing.</li> <li>• I make different sounds with my voice and with instruments.</li> <li>• I use instruments to perform.</li> <li>• I make a sequence of sounds.</li> <li>• I say whether I like or dislike a piece of music</li> </ul>		<b>X</b>
PE	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>• I make my body curled, tense, stretched and relaxed.</li> <li>• I control my body when travelling and balancing.</li> <li>• I copy sequences and repeat them.</li> <li>• I roll, curl, travel and balance in different ways.</li> </ul>	<u>Dance</u> <ul style="list-style-type: none"> <li>• I move to music.</li> <li>• I copy dance moves.</li> <li>• I perform my own dance moves.</li> <li>• I make up a short dance.</li> <li>• I move safely in a space.</li> </ul>	
Computing	<u>Information technology</u> <ul style="list-style-type: none"> <li>• I create digital content.</li> <li>• I store digital content.</li> <li>• I retrieve digital content.</li> <li>• I use a website.</li> <li>• I use a camera.</li> <li>• I record sound and play back.</li> </ul>		<b>X</b>

MfL			
RE	<p>What is special to faith communities? Christianity Islam</p> <p>1.1 Identify special places, days and objects related to the question studied/aspects covered.</p> <p>1.2 Identify special books and know some key teachings for the religions studied</p> <p>1.6 Reflect on their own values, attitudes and commitments.</p>		<b>X</b>
PSHCE	<p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7. to offer constructive support and feedback to others</p> <p>R8. to identify and respect the differences and similarities between people</p>	<p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<b>X</b>
Forest area	<p>Weather observations, how the forest changes, sketching outdoors.</p> <p>Snow experience. Snow castles. Dens. Ice balloons.</p> <p>Animals movements outside. Mini beast hunt / bug hotel. Bird watching.</p>		