

In my own little bubble



Year 1 Spring Term

Key Drivers

Spiritual, Moral, Social and Cultural, including British Values

Through their spiritual, moral, social and cultural awareness, children will think about their place in the world and the community around them. We will do this by learning about our local area and how the rules that look after us.

Environment

As people concerned with their environment pupils we will be looking at how our immediate environment compares to other places.

Enterprise

As enterprising people pupils we will be learning about the people who help us in our lives. We will think about different situations and who we could go to for help.

Life Long Learners

As lifelong learners pupils will show respect and reciprocity through developing group work and collaboration skills in personal development.

Resilience, reasoning and resourcefulness will be demonstrated through perseverance when faced with new challenge.

Responsibility through looking at how we behave in school and out of school.

As a Sportsperson:

Dance

- I can use dance movements to communicate an idea.
- I can show control and co-ordination when moving.
- I can copy simple actions.
- I can follow simple dance steps and actions.
- I can perform some dance moves with guidance.

Reflect and Analyse

- I can discuss own performance.
- I can begin to make improvements in an action or movement.
- I can follow a warm up.
- I can exercise safely and under control.

Movement

- I can begin to run at different speeds.
- I can stop a rolling ball with one or two hands.
- I can roll or tap a ball accurately.

In Computing

I can press a range of buttons on a device to make something happen as designed in a logical order.

I can list a series of actions that describes an action or set of logical movements.

I can describe what happens when a button is pressed on a programmable device such as a remote control, robotic toy or floor turtle.

I can pass instructions to another child and follow their instructions to follow directions and distance.

I can start to use simple software or tablet apps to create movement of icons/cursors on a screen.

I can use the word 'debug' and 'code' when talking about correcting mistakes in giving out ordered instructions.

I can begin to predict what will happen using a short sequence of instructions to a

As a Religiously aware person

- I can identify what and who is important to me.
- I know that Christian people believe in one god.
- I know that god and Jesus are important to the Christian people and begin to recognise why this is.
- I know the importance of worship to a Christian family.
- I know how Christians demonstrate their faith to others.
- I can describe what happens during Sunday for some Christians.

As a good citizen:

I can describe how I am feeling, including how strong that feeling is.

I can recognise feelings in others.

I can develop some strategies to deal with my own strong emotions, including calming and relaxing myself.

I know that there is a link between thoughts, feelings and behaviour.

I can understand that how I feel can affect how I approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind.

I can develop some understanding of the difference between behaviour which is impulsive and that which is thought through.

I can, with support, use a simple problem solving process and have some strategies to calm myself down to be ready to solve a problem.

I know what it feels and looks like to be assertive.

As a Historian:

People and Places

- I can identify changes in my own life since birth.
- I can recognise significant people from the past.

Events and Places from the Past

- I can recognise how life in the past is different to life today.
- I can recognise significant global historical events.

As an Artist:

I can use and adapt a range of materials to make a visual image.

I can draw from what can be seen.

I can draw from ideas held in their head.

I can create a collage with different materials.

As a Mathematician:

Number and place value

I can 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.

I can count in multiples of two and five.

Addition and subtraction

I can represent and use number bonds and related subtraction facts (within 10).

I can add and subtract one digit numbers (to 10), including zero.

I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

I can represent and use number bonds and related subtraction facts within 20.

Add and subtract one digit and two digit numbers to 20, including zero.

I can solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

Properties of shape

I can recognise and name common 2D and 3D shapes: rectangles, squares, circles, triangles, cuboids, pyramids and spheres.

I can describe position, direction and movement, including whole, half, quarter and three quarter turns.

Time

I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

I can compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)

I can recognise and use language relating to dates, including days of the week, weeks, months and years.

I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Measures: Length and height

I can compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half

I can measure and begin to record lengths and heights.

Number: Multiplication and Division

I can solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.

As a Writer:

I can write my own first name with appropriate upper and lower case letters

I can write simple regular words, some spelt correctly.

I always leave spaces between words.

I am beginning to make phonic attempts at words.

I can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat), usually correctly.

I can write captions, labels and attempt other simple forms of writing, (lists, stories, retell etc).

I can write simple texts such as lists, stories, reports, recounts (A paragraph or more).

I am beginning to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop)

As a listener:

I can speak clearly and confidently in front of people in my class.

I can re-tell a well known story and remember the main characters.

I can hold attention when playing and learning with others.

I can keep to the main topic when we are talking in a group.

As a Reader:

I can distinguish between a word, a letter and a space.

I can point to a full stop in text (may only be in big books).

I can read some of YR high frequency word list.

I can use phonic knowledge to attempt unknown words.

I listen attentively to stories at an appropriate interest level.

I can sometimes talk about main points or key events in a simple text.

I can retell familiar stories with growing confidence.

I am beginning to recognise a range of patterns in texts, including stories, rhymes and non-fiction (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts...).

As a Scientist:

Seasons and Weather

I can observe and describe weather associated with the seasons and how day length varies.

I can observe changes across the four seasons (Winter and Spring focus).

Everyday Materials

I can distinguish between an object and the material from which it is made.

I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

I can describe the simple physical properties of a variety of everyday materials.

I can compare and group together a variety of everyday materials on the basis of their simple physical properties.

Animals, including humans

I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

As a Geographer:

Geographical Skills and Fieldwork

I can use world maps and atlases to locate the United Kingdom and its countries.

I can use world maps and atlases to locate continents and oceans.

I can use the main 4 compass cardinals.

I can describe features on a route.

I can use directional language: near, far, left & right.

I can create a simple map of school.

I can distinguish human and physical features on an aerial photograph.

Locational Knowledge

I can name and locate the world's 7 continents.

I can name and locate the world's five oceans.

Human and physical Geography

I can understand the seasons, temperature, and how they are linked to equatorial positioning.

I can understand weather patterns in the United Kingdom and how they are linked to seasons.

I can recognise key human features (e.g. city, town, village, factory, farm, house, office, port, harbour, shop.).

I can recognise physical features (e.g. beach, river, cliff, coast, forest, hill, mountains, sea, ocean, soil, valley, vegetation, season, weather).

As a Musician:

I can maintain a pulse.

I can tap a pulse creating rhythmic ostinato.

I can use physical movement and graphic notations to show shape and pitch of music.

I can use basic symbols to show a short rhythmic pattern.

I can respond to basic symbols that indicate rhythm and music.

As an Designer:

Design

I can create a design criteria from .

I can use prototypes to generate, model, and communicate suggestions for a design solution.

Make

I can measure, mark out, cut and shape a range of materials.

I can assemble, join and combine a range of materials.

I can describe the characteristics of different materials.

Evaluate

I can identify the strengths in what I have made