

# Year 1 Topic Plan: Spring A 'Ourselves and Other Animals'.

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
<b>Lit</b>	Senses Poetry	Senses Poetry	Spag - Verbs, adverbs and plurals	Punctuation and Spelling patterns	Conjunctions for effect and sentence length & structure	Phonics and Spelling Assessments
<b>Maths</b>	Counting	Sequencing and Ordering	Addition	Subtraction	Multiplication	Division
<b>Science</b>	Discuss how all humans have the same body parts, but that we do have differences such as favourite food, etc. Draw pictograms.	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	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	
<b>RE</b>	Discuss work and rest days. Chn learn that Jewish people have a pattern to the week and Shabbat is a Holy day of rest. Teach elements of the Shabbat Meal	The chn will learn that the Mezuzah reminds Jewish people about God every day. They will make a mezuzah and put an important message inside.	The children will identify "Passover" as a Jewish festival. They will describe the key points of the story and how they influence Jewish life and practices. They will explain symbolism at Passover meal. They will match symbolic food to story and think about what they remember in their own lives.		The chn will learn about key features of the festival of Hanukah. They will hear and discuss the story and learn that light symbolises the presence of God.	The chn will make and taste foods from Jewish culture and play games, as Jewish people may to celebrate Hanukah.
<b>Art</b>	The Ch'n will explore the work of Piet Mondrian and create a colour collage, replicating his style.	The Ch'n will explore the work of Mark Rothko and create colour field painting, replicating his style.	The Ch'n will explore the work of Paul Klee and create a tinted painting, replicating his style.	The Ch'n will explore the work of Jackson Pollock and create a shaded painting, replicating his style.	The Ch'n will explore the work of Robert Delaunay and create a painting using warm and cool colours, replicating his style.	The children will explore the work of Wassily Kandinsky using concentric circles with paint.
<b>PE</b>	Safety with apparatus. Navigating apparatus	Points and patches - children will explore and evaluate different types of balances using equipment if necessary.	Children will use their knowledge of patches and points to make sequences on mats.	Introduction to traveling. Being aware of surroundings and explore variations of movement.	Children will incorporate previously learnt balances into a sequence using apparatus for effect.	Children use the apparatus to perform partner balance sequences. Children alternate between leader and follower. ICT used to evaluate and up-level their work.
<b>Music</b>	Loud and quiet contrast	High and low contrasts	Smooth/jumpy	Use all contrasts in singing	To learn and respect percussion instruments	
<b>PSHE</b>	A10 I can begin to set simple goals	A8 I can value my achievements, learn from previous experience and have a positive attitude to learning.		B6 I realise that money comes from different sources and can be used for different purposes	D8 I can begin to respond appropriately to different behaviours and know when to use peaceful problem solving. D12I recognise that my actions have consequences for others	

