

Spring 1 2025 Term Overview Key Stage 1



Below are our themes and learning aims for this half term:

Maths

Measurement

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

Place Value

- 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

Calculations

- given a number, identify 1 more and 1 less
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20

Space

- compare, describe and solve practical problems for:
- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]

English

Classic Stories

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences ♣
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases

Traditional Rhymes

- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Instructions (Link to Geog – Our Local Area- maps)

Pupils should be taught to:

- write sentences by saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Science

- Identifying Animals
- Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat).
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).
- Find out and describe how animals look different to one another. ú Group together animals according to their different features.
- Recognise similarities between animals: Structure: head, body, way of moving, senses, body covering, tail.
- Animals have senses to explore the world around them and to help them to survive.
- Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.
- Animals are alive; they move, feed, grow, use their senses and reproduce

History

Who is in my family?

Changes within living memory.

Thread: Society – family life Community & Culture

1 Describe special or significant events.

1 Describe some changes within their living memory.

1 Use some everyday terms about the passing of time such as ‘a long time ago’ and ‘before’.

2 Recognise that their own lives are similar and/or different from the lives of people in the past.

2 Demonstrate simple historical concepts and events through role-play, drawing and writing.

Geography

The Place where I live - Our Local Area

Threads: Place Knowledge, Enquiry,

Geographical Skills & Fieldwork

1 Draw, speak or write about simple geographical concepts such as what they can see where.

1 Ask and answer simple geographical questions.

1. Express their views on some features of their environment e.g. what they do or do not like.

2 Make observations about features that give places their character.

2 Create their own simple maps and symbols.

Art

Sparks and Flames

History link – Great fire of London

Artist: Various

(Lieve Verschuier, Stephanie Peters, William McCullagh)

1 Describe what they think and feel about the work of a chosen artist, craft maker or designer.

1 Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.

1 Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.

1 Talk about the features they like in their own work and in the work of others.

1 Talk about what they might change in their own work.

1 Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.

DT

Fire engines

History link – Fire of London

Design

1 Use pictures and words to convey what they want to design / make.

2 Use drawings to record ideas as they are developed.

Make

2 Discuss their work as it progresses.

2 Explain which materials they are using and why.

1 Name the tools they are using.

Evaluate

1 Talk about their design as they develop and identify good and bad points.

1 Say what they like and do not like about items they have made and attempt to say why.

Technical knowledge Yr. 1 &2

Start to use technical vocabulary.

Cut out shapes which have been created by drawing round a template.

Join materials in a variety of ways.

Decorate using a variety of techniques.

Know some ways of making structures stronger.

PE

Refer to PE Hub/PE Passport

PSHE

Managing Feelings

MF1 – Identifying and expressing feelings

- Respond with curiosity to stimuli about different emotions.
- Respond with curiosity to different facial expressions of different emotions/feelings.
- Describe different kinds of feelings we've experienced (those we like/don't like).
- Identify things that make me happy.
- Identify things that make us cry/feel sad/upset/angry/worried/anxious/frightened.
- Describe how good (comfortable), not so good (uncomfortable) feelings make our body feel.
- Recognise that when we experience a change/loss we may feel sad/unhappy.
- Identify signs, actions, facial expressions, body language which can help us identify how others may be feeling.
- Explain no one has the right to make us feel unhappy, afraid, worried and sad or make us do things we don't want to.

RE

Judaism

- Why might some people put their trust in God?
- God's promise, Noah, Abraham, trusting in God

Computing

Unit 1.9

Technology Outside of school – *Digital Literacy*

- Recognise common uses of information technology beyond school.
- To find and understand examples of where technology is used in the local community
- To record examples of technology outside school.

Music

Contrasts in Music and Sound

Tuned Instruments

- *use their voices expressively and creatively by singing songs and speaking chants and rhymes*
- *play tuned and untuned instruments musically*
- *listen with concentration and understanding to a range of high-quality live and recorded music*
- *experiment with, create, select and combine sounds using the inter-related dimensions of music.*