

<p><b>English, Computing</b>  <u>Read, Write Inc:</u> Encompasses all elements of English learning - Phonics, Reading and Writing</p> <p><u>Topical Writing:</u> Application of the above in creative writing opportunities. This half-term will include labelling and captions; recount writing; descriptions</p> <p><u>Aspects of writing</u> - Explore aspects of books, through World Book Day - character descriptions, "blurbs" for stories, ideas as they develop</p> <p><u>Drama and Role-play</u> - Develop in cross-curricular situations (eg role-play area)</p> <p><b>Computing:</b></p>	<p><b>Mathematics</b>  Development of number fluency and spoken reasoning skills, using accurate language. Solving one-step problems</p> <p><u>Number and Calculation</u>  Progression in counting, recognition and writing of numbers to 100</p> <p>Addition and subtraction: bridging over 10, using number bonds to 10 and 20 to solve problems</p> <p>Repeated addition and multiplication through the use of arrays, counting in 2s, 5s, 10s, etc.</p> <p><u>Measuring</u>  Capacity - Develop language, practical activities</p> <p>Money - Using practically, problem-solving</p> <p><u>Fractions</u> - Halves and quarters of objects and shapes - finding and naming</p> <p><u>Data Handling</u> - Using weather data (Geography)</p>	<p><b>Science</b>  Plants - Plant seeds, bulbs indoors and outside. Observe, discuss and record what happens, using a variety of methods (drawings, photos, labels)</p> <p>Observe, name, describe and record plants in the school grounds. Ongoing throughout the year, in tandem with seasonal changes.</p> <p>Explore similarities and differences between different plants.</p> <p><b>Design &amp; Technology</b>  Planning, making and evaluating puppets</p>
<p><b>Date:</b> Spring 1 2015  <b>Year</b> 1  <b>Classes:</b> Green &amp; Purple</p>	<p><b>Toys for you and me</b>  <i>Spring 2 2015</i>  Focus Texts - Old Bear, Harry and the Dinosaurs, other stories about toys</p>	<p><b>Key Skills:</b>  Observations, descriptions and enquiry, in Scientific and Historical contexts  Talking about what has been seen, recording and asking further questions</p>
<p><b>Art &amp; Design:</b></p> <p><b>Sewing:</b> Using stitching techniques more independently</p> <p><b>Music:</b> Recognising pulse; Singing topical songs; Appreciating orchestral music</p>	<p><b>Humanities</b>  <b>RE:</b> Belonging to a faith  Easter - Giving up something for love</p> <p><b>Geography:</b> Describing weather daily; handling the data from this</p> <p><b>History:</b> Using artefacts to understand how the past was different; identifying similarities and differences between old and new toys</p>	<p><b>Physical Education, PHSE</b>  <b>Gym:</b> Developing sequences on and off large apparatus  <b>Dance:</b> Experiment with different movements and shapes to portray toys, responding to music  <b>PHSE:</b> "Healthy Choices"</p>

