

**Art and Design**  
Art: Toy Painting  
Making a colour wheel for primary colours  
Painting pictures of favourite toys  
DT: Lego Model  
Design and construct a Lego model for a child

**Geography**  
United Kingdom:  
Capital Cities  
Coasts and Beaches  
Map skills

**History**  
Events beyond living memory and significant individuals: The invention of Lego and its creator (Ole Kirk Christiansen)

**PSHE**  
To know that money is used for lots of things.  
To know why it is important to become responsible.  
To value our differences and understand when some things are ok and not ok

**Year 1: Spring**  
Will we play with the same toys when we are older?

**Literacy**  
Writing instructions and stories.  
Re-telling our school experiences.  
Discussing our writing with each other.  
Exploring new words and linking them to ones we already know.

**Maths**  
Place value within 50, number bonds  
Counting in 2s, 5s and 10s  
Addition and subtraction within 20  
Length, height, mass and capacity

**Science**  
Name and identify a variety of everyday materials and describe their properties, e.g. wood, plastic, metal

**Music**  
Sing and create music around the theme of toys.

**Computing**  
Program KUBO to traverse a maze using an algorithm

# Year 1 Spring: Will we play with the same toys when we are older?

## Literacy

### Writing

#### Transcription

- ✓ Join words and clauses using 'and' and 'but'.
- ✓ use capital letters for names, place names and days of the week and the personal pronoun 'I'.
- ✓ Write simple opening or closing phrases
- ✓ Continue to sequence sentences to form short narratives.
- ✓ Use appropriate word choices to convey information or ideas.

#### Composition

- ✓ Sit and hold writing implement correctly
- ✓ Form lower-case letters correctly
- ✓ Form capital letters
- ✓ Form digits 0-9
- ✓ Leave finger spaces between words
- ✓ Compose a sentence orally before writing.
- ✓ Read writing aloud audibly and clearly.
- ✓ Discuss what they have written with the teacher or other pupils.
- ✓ Re-read what they have written to check it makes sense.
- ✓ Use simple words, phrase and clauses in sentence-like structures to communicate meaning.
- ✓ Write simple sentences.
- ✓ Know the letters of the alphabet.

### Grammar

- ✓ Be able to identify, know and use:
  - Use capital letters and full stops.
  - Use exclamation marks.
  - Start to use question marks
  - Join sentences with "and" & "but"
  - Identify nouns and adjectives and use them.
  - Create plural nouns
  - Add suffixes to verb where the root spelling doesn't change: e.g. **helping**, **helped**
  - Spell the days of the week.
  - Spell some common misconception words.

### Reading

- ✓ Continue to become familiar with and retell familiar stories and traditional tales and comment on their particular characteristics.
- ✓ Make predictions on reading linking to what has been read so far.
- ✓ Speedily read all basic phoneme / graphemes
- ✓ Read common exception words
- ✓ Discuss word meanings and link new meanings to those already known.
- ✓ Read aloud with pace and expression appropriate to grammar
- ✓ Read common suffixes (develop throughout the year)
- ✓ Listen to and discuss a wide range of stories and non-fiction.
- ✓ Correct inaccurate reading by checking for sense
- ✓ Explain clearly understanding of what is read to them
- ✓ Read accurately by blending known GPCs
- ✓ link what they read or hear read to their own experiences
- ✓ recognising and joining in with predictable phrases
- ✓ Begin to make inferences based on what has been said or done.

**Key vocabulary:** singular, plural, verb, question mark, exclamation mark, sentence, punctuation, predict, link

## Mathematics

### Number – Place Value (within 20)

- ✓ Identify and represent numbers using objects and pictorial representations, including the number line
- ✓ Use the language of: equal to, more than, less than (fewer), most and least
- ✓ Count, read and write numbers to 100 in numerals
- ✓ Count in multiples of 2s, 5s and 10s
- ✓ Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- ✓ Read and write numbers from 1 to 20 in numerals and words
- ✓ Identify 1 more and 1 less than a given number

### Number – Addition and Subtract (within 20)

- ✓ Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- ✓ Add and subtract 1 digit and 2 digit numbers to 20, including zero
- ✓ Represent and use number bonds and related subtraction facts within 20
- ✓ Solve one-step problems that involve addition and subtraction, using concrete and pictorial representations, and missing number problems

### Number – Place value (within 50)

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- ✓ Use the language of: equal to, more than, less than (fewer), most and least
- ✓ Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- ✓ Count, read and write numbers to 100 in numerals
- ✓ Count in multiples of 2s, 5s and 10s
- ✓ Identify 1 more or 1 less than a given number

**Key vocabulary:** digit, number, numeral, place value, partition, add, addition, total, equals, more than, less than, subtraction, subtract, take-away, missing number, fewer

### Geometry – Length and Height

- ✓ Compare, describe and solve practical problems for length and height
- ✓ Measure and begin to record lengths and heights

**Key vocabulary:** length, height, cm, longer, taller, shorter

### Geometry – Mass and Volume

- ✓ Compare, describe and solve practical problems for mass, weight, capacity and volume
- ✓ Measure and begin to record mass, weights, capacity and volume

**Key vocabulary:** mass, weight, capacity, empty, nearly empty, full, nearly full, heaviest, lightest

## Year 1 Spring: Will we play with the same toys when we are older?

<p><b>Geography</b></p> <p><u>Locations</u></p> <ul style="list-style-type: none"> <li>✓ Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes</li> </ul> <p><b>Key vocabulary:</b> London, Edinburgh, Cardiff, Belfast, country, capital city</p> <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> <li>✓ identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world</li> <li>✓ Use basic geographical vocabulary to refer to physical features of the U.K</li> </ul> <p><b>Key physical vocabulary:</b> beach, cliff, coast</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>✓ Use maps and atlases to identify the U.K and its countries</li> <li>✓ Use aerial photographs to recognise landmarks</li> </ul> <p><b>Key vocabulary:</b> aerial, landmark, above, atlas</p>	<p><b>Science</b></p> <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> <li>✓ Name and identify a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>✓ Describe the physical properties of a variety of everyday materials</li> <li>✓ Compare and group a variety of everyday materials together based on their physical properties</li> <li>✓ Explore why plastic is a good material to use to make Lego</li> <li>✓ Explore why different materials are used for parts of a bike</li> </ul> <p><b>Key vocabulary:</b> wood, plastic, glass, metal, water, rock, soft, hard, smooth, rough, shiny, dull, bendy, flexible, stretchy, transparent, opaque, absorbent, waterproof, compare, contrast, same, similar, different</p>	<p><b>Music</b></p> <p><u>Appreciate</u></p> <ul style="list-style-type: none"> <li>✓ Listen and respond to Tchaikovsky – The Nutcracker Suite.</li> </ul> <p><u>Perform and share</u></p> <ul style="list-style-type: none"> <li>✓ Learn to sing and perform songs about toys to an audience.</li> </ul> <p><u>Play, Sing and Create</u></p> <ul style="list-style-type: none"> <li>✓ Create and compose music using different instruments to mimic/portray the sounds of moving toys.</li> </ul> <p><b>Key vocabulary:</b> Percussion, timbre, tempo, dynamics</p>
<p><b>History</b></p> <p><u>Chronology of events</u></p> <ul style="list-style-type: none"> <li>✓ Events beyond living memory that are significant nationally and/or globally</li> <li>✓ The lives of significant individuals in the past who have contributed to national and international achievements. <b>Ole Kirk Christiansen – creator of Lego</b></li> <li>✓ Explore the evolution of toys</li> </ul> <p><b>Key vocabulary:</b> individual, contribution, achievement, invention, inventor, creation, creator, technology, factory, materials (link to science)</p> <p><u>Comparing and contrasting periods and happenings</u></p> <ul style="list-style-type: none"> <li>✓ Analyse photographs, adverts and toys from the past</li> <li>✓ Begin to look into the wider world and the differences to the UK (link to geography)</li> </ul> <p><b>Key vocabulary:</b> compare, contrast</p> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>✓ Discuss the trends in toys and why they have changed</li> </ul> <p><b>Key vocabulary:</b> trends, popular/popularity</p>	<p><b>RE</b></p> <p><u>Humanism</u></p> <ul style="list-style-type: none"> <li>✓ Explore how different groups of people care for each other</li> </ul> <p><u>Sikhism</u></p> <ul style="list-style-type: none"> <li>✓ Understand the important beliefs of the Sikh faith</li> </ul> <p><b>Key vocabulary:</b> Care, support, Samaritan, Kesh, Kara, Kanga, Kaccha, Kachera, Kirpan, Gurdwara, Langer, Guru Granth Sahib, Karma, Nam Japna, Kirt Karna, Vand Chhakna</p>	<p><b>Art</b></p> <p><u>Media</u></p> <ul style="list-style-type: none"> <li>✓ Painting</li> </ul> <p><u>Appreciation</u></p> <p><u>Artist:</u> Kandinsky</p> <ul style="list-style-type: none"> <li>✓ To describe what techniques an artist has used</li> <li>✓ To explore some of the artist’s techniques in my own work</li> </ul> <p><u>Skills:</u></p> <p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> <li>✓ To be able to understand primary colours and match colours</li> <li>✓ To investigate different mark making techniques using brushes</li> </ul> <p><u>Investigating and making art:</u></p> <ul style="list-style-type: none"> <li>✓ To explore a variety of brushes and sponge brushes for an effect</li> <li>✓ To be able to paint familiar objects applying mixing and matching skills</li> </ul> <p><u>Evaluating and developing art:</u></p> <ul style="list-style-type: none"> <li>✓ To discuss how you feel about your art work</li> </ul> <p><b>Key vocabulary:</b> Brushes, effect, mixing, primary, technique, colour, tone</p>
<p><b>Computing</b></p> <p><u>Computer Science - Algorithms</u></p> <ul style="list-style-type: none"> <li>✓ Put instructions together to create an algorithm</li> <li>✓ Run the algorithm</li> </ul> <p><u>Computer Science – Create and debug</u></p> <ul style="list-style-type: none"> <li>✓ Edit the instructions to create a more successful algorithm</li> </ul> <p><b>Key vocabulary:</b> Instructions, algorithm, edit</p>	<p><b>Outdoor Learning</b></p> <p><u>Research:</u></p> <ul style="list-style-type: none"> <li>✓ Research what materials are already used in outdoor games</li> </ul> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>✓ Design a toy/ game suitable for year 1s to play with</li> </ul> <p><u>Create/ Evaluate:</u></p> <ul style="list-style-type: none"> <li>✓ Create the game using natural resources from the outdoor environment</li> </ul> <p><b>Key vocabulary:</b> natural materials, outdoor games, instructions, resources, children</p>	<p><b>PSHE</b></p> <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> <li>✓ Money</li> </ul> <p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> <li>✓ Feelings and emotions</li> <li>✓ Healthy relationships – to know when something is ok or not ok</li> <li>✓ Valuing difference</li> </ul> <p><b>Key vocabulary:</b> spend, save, feelings, right/wrong, similarities, differences, physical contact, bodies, secrets, safety.</p>
	<p><b>DT</b></p> <p><u>Research:</u></p> <ul style="list-style-type: none"> <li>✓ Find out about Lego, what it is made from and how it is used.</li> </ul> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>✓ Design a Lego model that would appeal to a child.</li> </ul> <p><u>Create:</u></p> <ul style="list-style-type: none"> <li>✓ Construct a Lego model from our own designs.</li> </ul> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>✓ Ask a friend/child to reflect on the finished product and think of a way to improve it next time.</li> </ul> <p><b>Key vocabulary:</b> plan, design, evaluate, join, build, construct, copy</p>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>✓ Hand-Eye Coordination/Pass &amp; Receive/Control/Striking – Hockey</li> <li>✓ Catching/Passing/Target/Movement – Basketball</li> <li>✓ Hand-Eye Coordination/Striking/Control – Tennis</li> <li>✓ Target/Control/Strategy/Striking – Tri-Golf</li> </ul>

# Will we play with the same toys when we are older?

## History Significant individuals



Ole Kirk Christensen

A Danish carpenter living in the 1930's. He designed and built a small wooden toy which became so popular he made his own company and changed the material from wood to plastic so he could make more of it. This company was called LEGO from the dutch words 'Leg godt' meaning play well.

## Science Materials

### Materials



## Key Vocabulary

**Waterproof** - a material that keeps water out.

**Absorbent** - a material that soaks up liquid easily.

**Transparent** - a material that is clear or thin enough to be seen through.

**Human feature** - ways in which humans have made changes to the land, e.g. a bridge, a castle.

**Physical feature** - natural formations or parts of the Earth's surface, e.g. a mountain, a river, cliffs.

**Country** - a land lived in by people with the same government.

**Capital city** - the area where the government of that country works.

**Past** - used to describe something that has already happened.

**Present** - used to describe something that is happening now.

**Future** - used to describe something that is going to happen.

## Past toys



## Present toys



## Geography

### Countries and capital cities

Country	Capital city
England	London
Wales	Cardiff
Scotland	Edinburgh
Northern Ireland	Belfast