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| **St. Peter’s Catholic Primary School** | **Year 1** | **Spring 1 2025** | **Teachers: Mrs Fitzsimons and Mrs Johnson** |

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| **Core Teaching Principles****(Pedagogy)** | **Sequencing concepts and modelling**Present new material using small steps.Provide models.Scaffolding. | **Questioning**Ask a range of open and differentiated questions to explore and extend understandingand reasoning skills. Targeted questioning | **Reviewing**Revisit prior learning.Build on prior knowledge and experience. | **Stages of practice**Whole class/shared.Guided practiceIndependent practice. | **Collaborative learning**Learning partnersKagan strategies | **Communication**OracySpeaking and listening activitiesExplicit teaching of vocabularyModelling by adultsCommunicating the Curriculum/Voice 21 | **Active****Participation**No hands up | **Metacognition**Reflection of learning strategies that help them as a learnerModelling/Think aloud by adultsCritique/self-evaluation/peer evaluation |

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| **ENGLISH** |  | **TERMLY TOPIC FOCUS** **Geography:** **The United Kingdom****Enquiry question:****Where do we live?** |  | **MATHEMATICS** |
| **Writing**Core Text: Paddington and the Grand TourPurpose: To inform Audience: School community and parents  | **WHITE ROSE HUB**Weeks 1 -3Number: Place Value (within 20)Weeks 4 - 6Number: Addition and Subtraction |
| **Reading**Guided reading 3 x per week (Little Wandle)Story time at the end of the day |
| **SPaG**Weekly spelling lesson and practiceReview of phonics weeklyContextualised within writing lesson. |

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| **GEOGRAPHY** |  | **SCIENCE**  |  | **RE** |
| **This year’s theme: Where do we live?****Global Issue: Homelessness**In the Autumn term, children identified types of housing in the local area (Doncaster) and explored where they lived in terms of their home address.Learning will now move onto the UK, identifying countries, continents and oceans.Learning will be focused on England and the capital city of London. Children will learn about London’s key features through our Literacy links to non-fiction and story writing.The children will learn the continents and oceans of the world through engaging songs.**Key questions to explore:** How can we help the homeless? linked to our global issueWhat countries make up the UK?What is the capital city of England?What are the capital cities of the countries of the UK?What are the 7 continents of the world?What are the main 5 oceans of the world? | **Topic Focus: Seasonal changes and Plants**The class will re-cap on the 4 seasons and recall similarities and differences between the different seasons. The focus will be on Spring. Children will be able to name a variety of garden plants and wild flowers.Children will learn what plants need in order to grow: sun, water and soil.Naming the parts of a plant will also be a focus and being able to talk about the purposes of these.**Key questions to explore:** What does a plant need in order to grow?What are the main parts of a plant?Can you name some garden plants?Can you name some wild flowers?(See additional planning) | **This year’s theme: How do people know about God?****Spring 1: Galilee to Jerusalem*** **Epiphany**
* **Simeon and Anna**
* **Light of the world**
* **Candlemas**
* **Finding in the temple**
* **Jesus announces his mission**
* **Sharing good news**
* **Zacchaeus**
* **Jesus calls the disciples**
* **Care for others**
* **St Luke’s gospel**

**Hear:** By the end of this unit the children will have studied the following text – The Presentation; Finding in the temple and the hidden life; Jesus announces his mission; The call of the disciples; Little children; Zacchaeus.**Believe:** The church teaches how Jesus grows up and reveals the love of the Father to us. Also that some people who encounter Jesus recognise that he is the son of God who has come to save all. Finally that Jesus is the ‘light to all nations’.**Celebrate:** The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain.**Live:** The church teaches that all Christians are called to follow Jesus and share the Good news with others. Also how Christians are called to take care of each other, especially those most in need, such as the poor. |
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| **HISTORY** |  | **ART and DESIGN TECHNOLOGY** |  | **PE** |
| In Spring 2 children will explore:The Great Fire of London* Focus on the Tudor period in History.
* Details about the Great Fire: where it happened, how did it spread, what factors contributed to the fire.
* What sources were used to help historians to find out more about the Great fire? i.e. Samuel Pepys diary, writing and paintings.
* The types of houses – made from wood
* The key people in this period of history: Samuel Pepys, Sir Christopher Wren.
* The re-building of London after this significant event in history.

**Key Questions:**What materials are used and have been used to build homes? How/Why, did the houses burn so quickly in The Great Fire of London?Who was Samuel Peeps and how is he connected to The Great Fire of London? | **DT**In Spring 1 children will explore:Moving Pictures (Traditional Tales)* Let’s explore
* Sliders
* Levers
* Wheels
* Designing
* Making

**Art** This term’s art will focus on:The Fire of LondonTo develop paint mixing techniques and to develop brush strokes to create an imaginative fire picture.To study the work of Katsushika Hokusai – Japanese cherry blossom.To use colour light – dark.To create a background and to mix shades of pinks to create blossom picture.Observational drawings of blossom using drawing pencils. | Get Set for P.E**Fitness – Indoor**In this unit pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.**Team Building – Outdoor** In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving. They are given the opportunity to discuss and plan their ideas and reflect on their success. |
| **COMPUTING** |  | **PSHE** |  | **MUSIC** |
| Teach Computing**Topic 3 – Programming: Moving a robot**This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.  | Live Life to the Full PlusSee separate scheme | Charanga SchemeModule 3: In the GrooveSee separate scheme |