

YEAR 1: English: Learning Journey: Spring 1: Retell

What I already know:

Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Key Vocabulary:

Retell, plot points, wolf, Little Red Riding Hood, fierce, beastly, deep, dark, wood, dangerous, bristles, gnaws, brave, growls, howls, adjectives, verbs, prepositions, past tense.

I can use adjectives to describe nouns.

I can use verbs to describe movements of characters.



I can write in the past tense.

I know the plot structure of familiar traditional tales.



I can use prepositions to describe positions of nouns.

I can use familiar time connectives when I retell a traditional tale.



I can write a retell of a traditional tale.

What I need to remember:

Genre
Story retell.

I need to remember that a traditional tale has plot points and this helps me to retell the story.

SPAG
Remember to use:
Capital letters
Full stops
Finger spaces
Fred Fingers

YEAR 1: ENGLISH : Learning Journey: Spring 1: Recount

What I already know:

Previously, children have been introduced to writing simple sentences and extending these with the use of simple conjunctions. Children have learnt what a noun is and used adjectives to describe nouns. Children have had practise orally constructing sentences before writing them down. Children have wrote experienced writing at length and the importance of checking and editing their writing.

Key Vocabulary:

Non-fiction, Chinese New Year, onomatopoeia, verb, present tense, exclamation work, statement, conjunction, and, recount, edit, celebrate, preparation, red, lantern, bad luck, good luck, envelopes, fireworks, money, parade, money, drums.

To understand what onomatopoeia is.

To understand what a verb is.



To use the present tense when writing.

To be able to use simple conjunction 'and'.



To use adjectives.

To understand the structure of a recount and plan their own.



To write a recount of how people celebrate Chinese New Year.

What I need to remember:

Genre

Non-Fiction - real life events.

Recount - to retell an event from a personal experience.

SPAG

A noun can be a place, object or person.

Capital letters
Full stops
Finger spaces.

YEAR 1: ENGLISH : Learning Journey: Spring 2: Explanation

What I already know:

Previously, children have been introduced to writing simple sentences and extending these with the use of simple conjunctions. Children have learnt what a noun is and used adjectives to describe nouns. Children have had practise orally constructing sentences before writing them down. Children have wrote experienced writing at length and the importance of checking and editing their writing.

Key Vocabulary:

Non-fiction, Chinese New Year, The Great Race, verb, present tense, adjective, conjunction, explanation, edit, heading, factual, preposition, non-fiction shapes, emperor, river, animals.

To use adjectives in their writing.

To understand the use of factual statements when writing non-fiction.



To use conjunctions to extend sentences.

To understand the structure of an explanation text.



To include headings in their explanation text.

To plan their own explanation text.



To write a recount of how people celebrate Chinese New Year.

What I need to remember:

Genre

Non-Fiction - real life events.

Recount - to retell a story from a personal experience.

SPAG

A noun can be a place, object or person.

Capital letters
Full stops
Finger spaces.

YEAR 1: PLACE VALUE Within 20: Learning Journey Spring 1

What I already know:

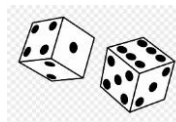
In autumn term children compared numbers to 10, gaining understand of place value. Children ordered numbers to 10, counting forward and backwards. Children used a number line to 10 and counted on from numbers. Children compared numbers using greater than, less than and equal to.

Key Vocabulary:

Representation, less than, more than, equals, count, compare, group, count on, sort, order, one less, one more, few, more, same, subitise, equal, 20, number line, order.

To count to numbers within 20.

To understand numbers 10-20.



To know one more and one less from a number.

To estimate numbers on a number line.

To use a number line to 20

To compare numbers on a number line.



What I need to remember:
There are __tens and __ones.
What number is at the start of a number line.
What number is at the end of a number line.
What is one more or one less.

To order and compare numbers to 20.



 $1+2=3$

YEAR 1: Maths: Learning Journey: Spring: Addition and Subtraction

What I already know:

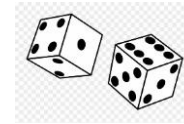
In autumn term children became familiar with part-whole models. Children learnt to write number sentences for addition and subtraction. Children began to familiarise themselves with number bonds to 10 and fact families. Children worked systematically to find 8 fact families.

Key Vocabulary:

Part-whole model, number sentences, part, whole, number bond, additional, add more, subtraction, take away, fact families, add, subtract, number line.

I can add by counting on from 20.

I can add and one using number bonds.



I can make doubles and near doubles.

I can subtract by finding the difference.

I can subtract one using number bonds.



What I need to remember:
A whole can be made up of parts.
Number bonds to ten.
Addition is adding too.
Subtraction is taking away.

I can find related facts.

I can find the missing number.



YEAR 1: MATHS: Learning Journey: Spring: Number - Place Value within

50

What I already know:

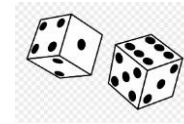
I can count forwards and backwards to 20.
I can remember place value to 20 (tens and ones)
I can remember that 1 more means greater and 1 less means smaller.

Key Vocabulary:

counting, tens, ones, digits, equipment, number line, number track, more, less, greater, smaller, more than, less than, smallest, greatest, equal, forwards backwards.

To count forwards and backwards within 50 using a number track.

To count by grouping objects into 10s.



To group using 10s and 1s.

To portion numbers into 10s and 1s.

To count and estimate using a number line to 50.



To say one more or less within numbers to 50.



What I need to remember:

To apply place value to 50 correctly:
Remembering the tens column always comes before the ones.
To use the inequality and equals symbols correctly. $>$ $=$ $<$
To apply the skill of counting in 2s and 5s to aid counting in the future.


$$1+2=3$$

YEAR 1 HISTORY - Toys Learning Journey (Spring)

What I already know:

Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Vocabulary:

Toys, favourite, today, modern, new, present, now, 21st century, century, describe, question, source, research, past, then, before, after, old, older, 20th century, Compare, similarities, differences, same, different, oldest, newer, newest. Victorian, important, changes, impact.

I can tell the features of toys today.



I can use different sources to find about toys from the past.



I can ask questions about toys from the past.

I can explore Victorian toys.

I can compare toys from today with toys of the past.

I can explain how toys have changed over time.

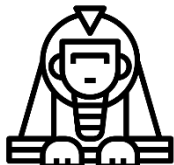
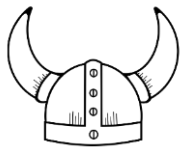


I can spot words and phrases that link to the past.

What I need to remember:

History looks at past events, objects and people.

To find out about the past we can ask people we know, look at objects and research in books and the Internet.



YEAR 1 GEOGRAPHY - Learning Journey My Local Area

What I already know:

Last unit we looked at human and physical features and located these on a map. We learnt that to be a good geographer we need to ask questions to find out more information.

We explored maps and located features such as our school, main roads and other points of interest.

Key Vocabulary:

where, local area, photograph, map, north, south, east, west, 4 point compass, address, settlement, city, village, town, flat, house, road, street, avenue, hamlet, megacity.

I can describe what a settlement is.



I know differences between settlements.



I can recognise features of settlements.



I can list human features of where I live.

I can describe where I live.

I can find physical features of where I live.



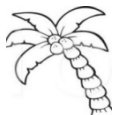
What I need to remember:

Maps skills

Local means close by to me - school and my home are local areas to me.

Use a compass to follow directions.

I can investigate my local area.



YEAR 1: SCIENCE: Learning Journey: Spring 1: Everyday Materials

What I already know:

I can recall some basic materials.
I know some objects float and some sink.
I know that ice is frozen water / water is melted ice.
I know some materials are more appropriate to build certain objects with due to their properties.

Key Vocabulary:

Material, properties, hard, soft, smooth, rough, stretchy, stiff, flexible, inflexible, waterproof, not waterproof, transparent, translucent, opaque, solid, liquid.

I can identify and name different materials.

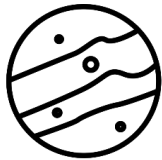


I can tell the difference between an object and the materials it is made from.



I can describe the properties of everyday materials.

I can identify which materials have certain properties.



Experiment

I can further explore materials in investigative work.



STEM project

I can apply my knowledge of materials to practical problem solving.

What I need to remember:

To ensure we keep tests fair during investigative work.
To notice everyday materials in my surroundings.
To know that some objects are made from multiple materials.

YEAR 1 SCIENCE - Learning Journey Animals including Humans (Spring)

What I already know:

Explored the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Vocabulary:

Animals, birds, reptiles, mammals, amphibians, fish, observe, identify. Human body, leg, arm, neck, head, shoulder, elbow, hand, finger, stomach, hip, knee, feet, toe, eyes, ears, nose, mouth, skin, hair, tongue, ankle.

I can identify and name common animals.



I can describe and compare the structure of a variety of common animals.

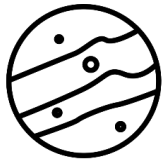


I can identify, name and sort animals that are herbivores, carnivores and omnivores.

I can name the five senses and to perform simple tests to find out more about them.

I can name and label the parts of the human body.

I can sort animals according to a criteria.



I can work scientifically



What I need to remember:

There are 5 types of enquiry.

- observation over time.
- sorting and classifying.
- Pattern seeking
- Comparative and fair testing.
- Researching.

YEAR 1 COMPUTING - Learning Journey (Spring)

What I already know:

Use the computer in a safe way.
Log into a computer system.
Open and edit files.
Save my work.

Key Vocabulary:

command, robot, prediction, list, run, purpose, program, computer, sequence.

To predict the outcome of a command on a device.

To list which commands can be used on a given device.



To recognise how to run a command (press a button).

To understand that a program is a set of commands a computer can run.

To choose a command for a given purpose.

To build a sequence of commands in steps.

What I need to remember:
The rules of using a computer in school.
Keep password and usernames safe.
Use the computer safely.

To make the robot move.



YEAR 1 COMPUTING - Learning Journey (Spring)

What I already know:

Use the computer in a safe way.
Log into a computer system.
Open and edit files.
Save my work.

Key Vocabulary:

data, information, grouping, storage, presentation of data, computer, keyboard, monitor, save, open, edit

To identify that objects can be counted.

To choose an attribute to group objects by.



To group objects to answer questions.

To recognise that information can be presented in different ways.

To recognise that information can be presented.

To recognise that we can store data on a computer.

What I need to remember:
The rules of using a computer in school.
Keep password and usernames safe.
Use the computer safely.



YEAR 1 ART AND DESIGN - Learning Journey: Spring: Traditional Tales

What I already know:

I know the primary colours.
I know how to mix paint to make new colours.
I know the animal paintings of Edward Tingatinga.
I know how to look closely to make careful drawings.

Key Vocabulary:

Picture, painting, printing, image, likeness, sketch, colour, light, dark, oil paint, ink, paper, canvas, background, foreground, mood, compare, different, alike, traditional tale, fairytale, myth, legend, story.

To observe images of rabbits and use shape, line and colour to make detailed drawings.

To experience mixing primary colours to create varying shades and textures.



To imagine and explore simple line monoprints of rabbits.

To create print designs including a main image and complimentary patterns.



To refine print designs to include background and foreground colours.



To reflect on designs and skills to complete and evaluate my final piece.

What I need to remember:
To look closely to find lines and shapes when drawing.
To mix primary colours to make new colours.
To make oil pastel monoprints.
To make carved line prints.
To evaluate the effect of colour combinations.

YEAR 1 DESIGN AND TECHNOLOGY - Learning Journey: Spring: Traditional Tales

What I already know:

I know how to use knowledge of existing products to generate ideas.
I can follow a simple plan.
I can build simple structures, finding ways to make them stiffer and stronger.

Key Vocabulary:

Plan, make, cut, model, stick, glue, weave, material, textile, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical, join, hinge, joint, structure.

To observe images of Chinese dragons and use shape, movement and colour to make spiral puppets.

To experience split pin hinges to create moving parts in simple puppets.



To imagine and explore hand puppets which disguise the puppeteer.

To create developed dragon designs including a moving part and disguise.



To refine dragon puppet designs to include movement and appeal to an identified user.



To reflect on designs and skills to complete and evaluate my final piece.

What I need to remember:

To use a variety of materials to make my designs appealing.
To make moving parts using cutting, properties of materials and simple folding hinges.
To make a range of designs around a similar theme; building a repertoire of motifs and techniques.

YEAR 1 MUSIC - Learning Journey (Spring)

What I already know:

Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Key Vocabulary:

music, pitch, tone, volume, sounds, coal, body percussion, beat, sound, low, high, control, temp, rhythm, listening, counting

Explore beat through movement, body percussion and instruments.

They combine steady beat with word rhythms and explore changes in tempo.



Develop further their vocabulary and understanding of pitch movements.

Recognising and developing a sense of steady beat.

Explore pitch through singing, tuned percussion and listening games.



They investigate ways to produce and record sounds.

Group of steady beat – through counting, body percussion and reading scores.



What I need to remember:
I can create music with my body.
I can keep in time with my peers.
I can make music with my voice.