

Are we building a better future? Spring 2019 Key Stage 1

Subject	Skills and Objectives	Suggested activities
English	Recount Non- chronological reports about our locality Story writing Poetry	The Black Dog – Levi Penfold Report about our locality
Maths enrichment	Use mathematical vocabulary to describe position, including movement in a straight line. Choose and use appropriate standard units to estimate and measure length Compare and order lengths	Directional / Positional language Measuring weight
Science	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats	Local walks Data handling
History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality.	Transport on River Tyne History of the Quayside
Geography	Use world maps, atlases and globes to identify the United Kingdom and its	The river Tyne

	<p>countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Bridges of the world</p> <p>Google maps</p>
PSHCE	<p>Discuss things children like doing and how they like to learn.</p> <p>Explore different jobs people do.</p> <p>Focus on goal setting and skills needed to achieve goals.</p> <p>Reflection and a celebration.</p>	<p>PSHCE Unit - Looking Forward</p> <p>SEAL Theme – Going for Goals</p>
RE	<p>Christianity – Baptism and Easter</p>	<p>Easter story</p>
Computing	<p>Exploring Machines We Control</p>	<p>See planning</p>
ART	<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Banksy</p> <p>Observational drawings of bridges</p> <p>Quayside collage</p>
DT	<p>Design</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, according to their characteristics</p>	<p>Designing, building and evaluating a bridge</p>

	<p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	
PE	Master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities	Dance
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically	Using percussions instruments Charanga - I wanna be in a band Geordie songs