

## SCIENCE

### **What is it made from?**

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials.
- Explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.
- Explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.

### **Working scientifically:**

- perform simple tests to explore questions, for example:  
'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'

## FRENCH

- Understand numbers up to 20.
- Recap with the children numbers 1-10 and then focus on learning numbers 11-20.
- Answer questions such as:
- How many biscuits are there?

### Responding in French.

- Respond to questions about likes and dislikes with a single word.
- Respond to words such as: Yes and No and begin to recognize other French words such as: The chocolate, The music, The biscuits ect.. Answer questions such as do you like?
- Respond with: yes I like... Or no, I don't like...

## COMPUTING

### Pictograms

- To understand that data can be represented in picture format
- To contribute to a class pictogram
- To use a pictogram to record the results of an experiment.

**SPRING 1**

**YEAR 1**

## ARTS

### **MUSIC**

- Play tuned and un-tuned instruments musically.
- Listen with high concentration to a range of high live and recorded music.
- Experiment with, create, select and combine sounds.
- Practise and perform songs for the Christmas Nativity performance.
- Songs, chanting and Christmas songs.

### **ART**

- Pupils should be taught to use painting and drawing to develop ideas, experiences and imagination.
- To develop a wider range of art and design techniques in using colour, shape, form and line.
- Learn about the work of a range of artists and describe the similarities and differences.
- **Stained glass windows depicting images of Atherton using advent colours.**
- **Study of Lowry – Industrial Britain – create own matchstick scene.**
- **Weaving – textiles, paper, ribbon and fabric.**

## HUMANITIES

### Development of Transport

The Wright Brothers, George Stephenson  
Using artefacts, timelines and resources.

## PHYSICAL EDUCATION

- Throw and catch displaying a degree of competency, in isolation and in varied environments.
- Demonstrate changes of direction, level & speed
- Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team
- With guidance participate displaying respect, fair play and working well with others