



**Year Group:** Year 1

**Term:** 2

## School Theme

Science

## Essential Question

If Trees had Eyes What  
Would They See?

## Authentic Outcome

Photographic Tree Canvas

Planting our seeds

## Trips, Experiences & Making Community

### Links

School Garden      Liverpool Allotment Society  
Mrs Gillon  
Ranger (Zoom)

## Mini Outcomes

Planting Own Seeds  
Photographs of trees  
Posters- Look after our outdoor area.

## RE Curriculum Topics & Additional Links

Special People

Meals

Giving

## Immersive Environment

Forest with den

Tree

Bench/Garden

Woodland window sill

## Technology

SeeSaw, Purple Mash,  
Maths Seeds, iPads , Reading Eggs,

## Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	RE	Other Subjects
<p><b>Mathematics Mastery</b> Unit 6 – Time Unit 8 – Numbers to 50 Unit 9 – Addition and Subtraction within 20 Unit 10 – Fractions Unit 11 – Length and Mass Unit 12 – Numbers 50 to 100 and beyond</p> <p><b>Number</b> - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - given a number, identify one more and one less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words. - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</p> <p><b>Fractions</b> - recognise, find and name a half as one of two equal parts of an object, shape or quantity - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><b>Length and Mass</b> - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p><b>Time</b> - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - recognise and use language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p><b>Spelling</b> spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b>Handwriting</b> - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Writing Composition</b> - write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Writing – vocabulary, grammar and punctuation</b> - leaving spaces between words - beginning to punctuate sentences using a capital letter, a full stop and question marks - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p>	<p><b>Science</b></p> <p><b>Working scientifically</b> - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.</p> <p><b>Seasonal Changes</b> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies</p> <p><b>Plants</b> - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - identify and describe the basic structure of a variety of common flowering plants including trees</p> <p><b>Art and Design</b> <b>Seasonal Trees finger painting</b></p> <p>-</p> <p><b>Design and Technology</b> <b>Food</b> -preparing fruit and vegetables -Eat well plate</p>	<p><b>Spring TOPIC 1: Local Church Community</b> <b>Topic-Special People</b> <b>Learning Outcomes</b> <b>Know and understand:</b> The love and care shown in the family <b>Explore</b> There are special people in our lives who help us. <b>Reveal</b> On Sunday in church we meet people who do special jobs <b>Respond</b> Remember, rejoice, renew</p> <p><b>Spring TOPIC 2: Eucharist-Relating</b> <b>Topic-Meals</b> <b>Learning Outcomes</b> <b>Know and understand:</b> <b>Explore</b> Families and groups share special meals <b>Reveal</b> Special meals Jesus shared <b>Respond</b> Remember, rejoice, renew</p> <p><b>Spring TOPIC 3: Lent/Easter</b> <b>Topic-Giving</b> <b>Learning Outcomes</b> <b>Know and understand:</b> <b>Explore</b> That we change and grow <b>Reveal</b> Lent is a time to change in preparation for the celebration of Easter <b>Respond</b> Remember, rejoice, renew</p>	<p><b>Computing</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - use logical reasoning to predict the behaviour of simple programs - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <b>1:8 Spreadsheets</b></p> <p><b>Unit 1:7 Coding</b> -to understand coding -to create unambiguous instructions -to introduce 2code program -To use design mode -make characters move automatically -more action -collision detection</p> <p><b>Music</b> Charanga – Your Imagination- 3 lessons Charanga – Reflect, rewind, replay- 4 lessons</p> <p><b>PE (with LSC Sports Coach)</b> Spring Term 1- Dance Spring Term 2 – Net and Wall</p>