

Year 1 Long Term Intent

Spring 2

	Owl Babies & Man On The Moon						
Key Texts	Owl Babies & Man On The Moon						
Genres	Narratives						
Trips/Visits/Visitors/Experiences	Owl Experience						
Writing	<ul style="list-style-type: none"> Spell words with suffixes (er, est, ing) Use 'and' and 'because' to join two ideas together Use because orally to develop reasoning and justify Spell the days of the week Spell words with the prefix 'un' and understand how the prefix changes the meaning of the word Form lower and upper case letters of the correct size relative to one another Compose a sentence orally before writing it down Re-read and discuss what they have written Sequence sentences to form a short narrative about Owl Babies and Man on the Moon Plan and write innovated version of Owl Babies and Man on the Moon using key language from the text Be confident segmenting spoken words into phonemes and will represent these using graphemes Use a range of adjectives to add interest to their work Use basic sentence punctuation including finger spaces, capital letters, full stops, question marks and exclamation marks Spell suffixes that can be added to verbs where no change in spelling is needed (adding ed) Use letter names to distinguish between alternative spellings of the same sound Begin to use a few time words to add sequences 						
Reading	<ul style="list-style-type: none"> Read common exception words Read words with contractions and understand that the apostrophe represents the omitted letter Retell familiar stories and join in with repeated predictable phrases Identifies how non-fiction texts are sequenced Uses different voices for characters when reading dialogue aloud Uses different voice pitch to indicate whether they are reading an exclamation or question Begins to read age appropriate texts fluently. Ask questions to clarify. Identifies the beginning, middle and end of stories Retrieves key information from a text Beginning to decode polysyllabic words Re reads to self-correct if meaning is lost 						
Phonics	Unit 22 /ew/ spelling Unit 23 /oy/ sound Unit 24 /ar/ sound Unit 40 /f/ sound Unit 49 /eer/ sound						
Handwriting	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Unit 16: diagonal join to set 1 and 2 letters</td></tr> <tr><td style="padding: 2px;">Unit 17: diagonal join to set 3 letters</td></tr> <tr><td style="padding: 2px;">Unit 18: diagonal join to set 4 letters</td></tr> <tr><td style="padding: 2px;">Unit 19: diagonal join to the top of set 1 letters</td></tr> <tr><td style="padding: 2px;">Unit 20: diagonal join to the top of set 2 letters</td></tr> <tr><td style="padding: 2px;">Unit 21: diagonal join to the top of set 3 letters</td></tr> </table>	Unit 16: diagonal join to set 1 and 2 letters	Unit 17: diagonal join to set 3 letters	Unit 18: diagonal join to set 4 letters	Unit 19: diagonal join to the top of set 1 letters	Unit 20: diagonal join to the top of set 2 letters	Unit 21: diagonal join to the top of set 3 letters
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Maths	<ul style="list-style-type: none"> Count across, forwards and backwards within 100 Read and write numbers to 100 in numerals Count in multiples of 2, 5 and 10 						

	<ul style="list-style-type: none"> • Compare, describe and solve practical problems for length and height (for example long / short, tall / short) • Use non-standard units such as cubes, hand and straws to measure length and height • Learn that a centimetre is a standard unit of measure and use a ruler to measure length • Use vocabulary to describe the weight of objects (for example heavy / light, heavier than / lighter than) • Use scales to check their ideas • Use a variety of non-standard units to measure the mass of an object • Compare the mass of two objects and use the language heavier than, lighter than and equal to • Compare the volume of liquid in a container by using the language full / nearly full, empty / nearly empty • Measure the capacity of different containers using non-standard units of measure • Comparing the capacity of different containers using non-standard units • Represent and use number bonds and related subtraction facts within 20
<p style="text-align: center;">Science Materials</p>	<ul style="list-style-type: none"> • Know the name of the material an object is made from • Identify, name and describe the simple physical properties of a variety of different materials • Name the seasons of Autumn, Spring and Winter. • Be able to describe weather associated with these seasons. <p><i>Working Scientifically</i></p> <ul style="list-style-type: none"> • Compare and group different materials • Conduct simple tests on materials (e.g. which material is the most waterproof? Which material is the stretchiest?) • Make relevant observations during experiments and use those observations to answer questions
<p style="text-align: center;">History</p>	<ul style="list-style-type: none"> • Organise a number of artefacts by age. • Know what a number of older objects were used for. • Ask questions about the past. • Know some of the ways we can find out about the past. • Discuss significant events within and beyond their living memory in Britain and the wider world • Know the significance of Neil Armstrong
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • Know the names of the four countries that make up the UK, name the three main seas that surround the UK • To collect information about the local environment • To know their address, including postcode • To ask questions about different localities • To know the main differences between city, town and village • To know the name and locate the capital city of England
<p style="text-align: center;">Religious Education</p>	<ul style="list-style-type: none"> • Give examples of how the Easter Story shows what Christians believe (e.g. the meaning behind a festival). • Give clear, simple accounts of what stories and other texts mean to believers. • Give examples of how Christians use stories, texts and teachings to guide their beliefs and actions. • Give examples of ways in which Christians put their beliefs into practice during the celebration of Easter • Ask questions about their own and others' religious experiences and beliefs. • Understand what a difference belonging to a religious community could make on someone's life. • Identify how religion is expressed in different ways. • Use religious words and phrases to identify some features of religion. • Retell religious stories and suggest possible meanings. • Recognise symbols and other verbal and visual forms of religious expression. • Suggest meanings for religious actions and symbols and notice similarities between religions.

<p style="text-align: center;">Physical Education</p>	<ul style="list-style-type: none"> • Brilliant Ball Skills • Use over arm and underarm throws to throw items in a straight line and at a target • Catch a ball on a bounce and from a throw • Throw and kick in different ways • Stop, trap or catch the ball while on the move • Travel in different ways, showing clear transitions between movements • Explore striking balls of different sizes using their hands and equipment • Know how to stop and retrieve a ball • Know how to make contact with a ball using different bats or racket • Use hitting, kicking and or rolling in a game • Play a game following the rules and demonstrating fair play • Know the tactics and skills to use in order to win a game • Gym Circuits • Perform a sequence of movements at each station within a circuit with increased accuracy • Choose and use simple compositional ideas by creating and performing sequences • Perform a range of gymnastic skills with increased accuracy • Learn the technique for the plank, front support and back support • Identify techniques to improve core strength and agility • Copy stretching movements for different parts of the body • Jump: side to side; both feet together; one foot to the other
<p style="text-align: center;">Computing Unit 1.6 Animated Stories</p>	<ul style="list-style-type: none"> • To understand the differences between traditional books and ebooks. • To explore the tools of 2Create a Story's My Simple Story level. • To save the page they have created. • To add animation to a picture. • To play the pages created so far. • To save the additional changes and overwrite the file. • To add a sound effect to a picture. • To add a voice recording to the picture. • To add created music to the picture. • To add a background to the story. • To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story. • To use the copy and paste feature to create additional pages. • To continue and complete an animated story. • To create a class display board of the story books created by the class.
<p style="text-align: center;">DT Design and make a spaceship</p>	<ul style="list-style-type: none"> • use own ideas to design something and describe how their own idea works • explain to someone else how they want to make their product and make a simple plan before making • use own ideas to make something • choose appropriate resources and tools • explain what they like and do not like about existing products • find ways to make stable, freestanding structures • decorate textiles • roll, tear, fold and cut paper and card • cut along straight and curved lines, and shapes marked out as a template • explain what works well and not so well in the model they have made • make their own model stronger
<p style="text-align: center;">Music</p>	<ul style="list-style-type: none"> • Make different sounds with voice and instruments. • Follow instructions about when to play and sing. • Use voice to do humming, whispers and whistles. • Explain which of two sounds is higher or lower. • Sing in tune.

	<ul style="list-style-type: none">• Sing in unison with a group.• Use instruments to perform and choose sounds to represent different things.• Say whether they like or dislike a piece of music.• Perform to an audience and improve performance by practising.• Identify a beat and join in.
Personal, Social, Health Education	<ul style="list-style-type: none">• Learn about how the internet and digital devices can be used safely to find things out and communicate with others.• Understand the role of the internet in everyday life.• Consider some of the strengths and interests someone might need to do different jobs...• Know that everyone has different strengths.• Find out about different jobs that people they know or people who work in the community do.• Understand the roles different people, friends and acquaintances have in our lives