

Spring Term 1 Small Steps Sequence

Year One

‘Together we can
make a difference’



St Marys CE Primary

Our Value— Generosity

‘God loves a cheerful giver.’ 2 Cornithians 9:7

Science

Everyday Materials

Prior learning

In EYFS the children have learnt that there are similarities and differences in objects and materials.

Vocabulary for learning

Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, rough, smooth, shiny, dull, see-through

Small step progression

Identify a variety of everyday materials.

Describe the physical properties of a variety of everyday materials.

Distinguish between an object and the material from which it is made.

Seasonal Changes—Winter

Observe and describe weather associated with Winter and how day length varies .

Discuss how animals respond to the winter changes.

Outcome

The children can talk about objects in our classroom and the materials they are made from.

History

How have toys changed?

Prior learning

The children know some similarities and differences between things in the past and now.

Vocabulary for learning

present, past, now, then, yesterday, today, time, year, remember, same, different, similar. old, century, when I was younger, a very long time ago, before I was born. When my parents/carers were young, artefact.

Small step progression

Find out about toys today and in the past.

Explore old toys from artefacts.

Sort old and new toys.

Create a timeline of toys.

Closely observe and create our own interpretation of ‘Children’s Games’ by Pieter Bruegel.

Outcome

The children will be able to talk about how toys have changed over time.

RE

What do Christians believe God is like?

Prior learning

From Reception class the children know that God is a creator and that humans are made in God’s image.

Vocabulary for learning

Bible, parable, prayer, Christian, worship, God, Forgiveness,

Small step progression

Identify what a parable is.

Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.

Give clear, simple accounts of what the story means to Christians.

Give at least two examples of a way in which Christians show their belief in God as loving and forgiving

Give an example of how Christians put their beliefs into practice in.

Outcome

The children will draw or write about a time when they had been forgiven, or had forgiven someone.

PSHE

Keeping Safe

Prior learning

The children have explored different safe and unsafe scenarios.

Vocabulary for learning

Trust loss lost nervous worried scared tired oxygen

Small step progression

Know that our bodies need healthy foods, exercise, oxygen and sleep for energy.

Recognise emotions and physical feelings associated with feeling unsafe.

Learn the PANTS rule and which parts of my body are private.

Understand the risks when using the internet.

Understand that medicines can sometimes make people feel better when they’re ill.

Outcome

The children can recall the PANTs rules.

Computing

Digital Writing

Prior learning

The children will be able to type their name into a computer device. They will have used a mouse to move a cursor and click an object on the screen.

Vocabulary for learning

Font text keyboard cursor enter spacebar toolbar icon

Small step progression

Use a computer to write

Add and remove text on a computer

Identify that the look of text can be changed on a computer

Make careful choices when changing text

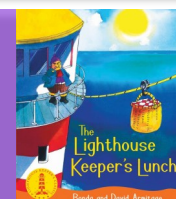
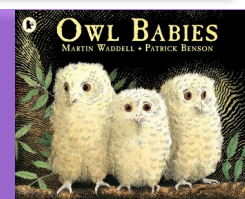
Explain why I used the tools that I chose

Compare typing on a computer to writing on paper

Outcome

The children will create a Lost Poster using text and images.

Books linked to our learning



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Art/DT

Structures—Windmills

Prior learning

Children will have previously explored and built structures using construction resources.

Vocabulary for learning

axle bridge design design criteria model net
packaging structure template unstable stable
strong weak

Small step progression

Include individual preferences and requirements in my design

Make a stable structure

Assemble the components of my structure

Evaluate my project and adapt my design

Outcome

Children will make functioning turbines and axles that are assembled into the main supporting structure.

Music

Exploring sounds (1)

Prior learning

The children can already copy and create simple rhythm patterns and have explored pulse through songs and movement

Vocabulary for learning

Steady tempo, fast, faster, slow, slower, start, loud, soft, stop, silence, tap, shake, blow, scrape, dynamics, high, low, pluck, describe, timbre.

Small step progression

Recognise changes in tempo.

Recognise and describe musical changes.

Investigate different ways of playing an instrument.

Explore vocal timbre.

Use musical vocabulary to describe sounds.

Outcome

The children can perform a simple musical structure using sounds to match words.

PE Health and Wellbeing

The children will be introduced to the importance of agility and balance.

Prior learning

The children know why we need to keep healthy and how to move our bodies in different ways. They will know why our heart beats faster when we are active.

Vocabulary for learning

Attacker, defending, agility, balance, coordination, hand-eye coordination, throwing, aiming

Small step progression

Introduce agility and explore ways of being agile when moving.

Explore ways of being balanced and why we need to be balanced in sport.

Introduce hand-eye coordination and when we use this in sport.

Develop agility through circuits.

Develop balance through circuits.

Introduce coordination of body movements and the importance of this in sport.

Outcome

The children will complete a circuit of activities to demonstrate their improved balance and agility.

PE Feet 1

The children will explore moving with a ball using their feet.

Prior learning

The children will know what control means and when, where and why we dribble a ball into a space in order to avoid a defender. They will have started to control a ball with their feet.

Vocabulary for learning

Attacker, defender, space, dribbling, passing, control

Small step progression

Develop understanding of 'control,' and importance of keeping the ball close.

Develop using the inside and outside of their feet to dribble the ball.

Apply dribbling technique, keeping the ball away from their opponents.

Explore where to dribble and why.

Work with a partner to begin to understand how to kick a ball towards a target.

Develop understanding of why we need to be accurate when kicking (passing) a ball in a team.

Outcome

The children will be able to dribble the ball, keeping control and moving into spaces.

Books linked to our learning

