

Spring Term 2 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 (2)

Prior learning

In Spring 1 the children learnt to describe the physical properties of a range of everyday 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

Compare and group together a variety of everyday materials.

Investigate the properties of different materials.

Investigate the properties of different fabrics.

Seasonal Changes—Spring

Recognise signs of Spring

Observe and describe weather associated with Spring and how day length varies

Outcome

The children can investigate the properties of different materials and decide which would make the best umbrella.

Geography/History Who helps us?

Prior learning

Children have previously discussed the lives of the people around them and their roles in society.

Vocabulary for learning

Nurse, 1800’s, Two Centuries Ago, Before Living Memory, War, Soldiers, Crimean War

Old, New, Similarities, Differences, Florence Nightingale, Mary Seacole

Small step progression

Identify a person who is significant to us.

Understand what changes Florence Nightingale made to the hospital in Scutari.

Sequence important events in Mary Seacole’s life.

Compare the changes Florence Nightingale and Mary Seacole made.

Find out how nurses help us today .

Outcome

Be able to talk to another class about the job of a nurse in the past and today.

RE What makes some people and places sacred in Cornwall?

Prior learning

This is the first of 3 Curriculum Kernewek units within R.E.

Vocabulary for learning

Cathedral, Celtic cross, church, holy, sacred, Saint, St Piran , Standing stones, symbol

Small step progression

Recognise that there are special people and places in Cornwall that are sacred to believers

Identify at least three sacred/holy places in Cornwall and why they are important and what people do there

Re-tell a story about a Cornish Saint and connect this story to the local area

Give examples of stories, objects and symbols used in churches, which show what people believe

Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this

Outcome

Children will collaborate their learning in creating a new Cornish flag.

PSHE Rights and Responsibilities

Prior learning

Children will have previously described looked at ways they can care for their home, school and special people.

Vocabulary for learning

Responsible bills afford saving first aid risk accident danger hazard emergency

Small step progression

Identify ways of taking care of their health.

Identify how others take care of their environment.

Take care of something or someone else.

Understand how money may be spent.

Talk about the importance of looking after money.

Learn what to do when someone is injured.

Outcome

Create a demonstration of the ways to take care of your own and other’s health.

Computing Grouping Data

Prior learning

The children will know that we can count and group objects together. They will know that we can learn information from others.

Vocabulary for learning

Data, search, label, information, group, describe, program, properties, similar, different

Small step progression

Label objects

Identify that objects can be counted

Describe objects in different ways

Count objects with the same properties

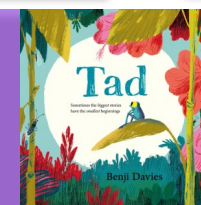
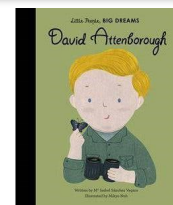
Compare groups of objects

Answer questions about groups of objects

Outcome

Children will create a Power Point Presentation with their findings.

Books linked to our learning



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Art/DT

Simple Print Making

Prior learning

Children will have made simple prints using everyday objects.

Vocabulary for learning

Print, Press, Paint, Shape, Arrangement, Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange, Printmaker, Relief print, Plasticine, Impression, Colour Pattern, Sequence

Small step progression

Identify how we can use our hands and feet to create prints of patterns.

Identify how you can use textured objects to make prints.

Identify how you can make a relief print using a ‘plate’.

Display the work made through the half term and talk about outcomes.

Outcome

Create a gallery of images created from printing to admire with family.

Music

Exploring Sounds

Prior learning

Children understand that instruments can be played in different ways and can recognise the pulse.

Vocabulary for learning

Character, style, describe, mood, dynamics, loud, strong, quiet, soft, tempo, fast, slow, pitch, high, low, describe, tambourine, scribe, clave, glockenspiel, drum, timbre, loudly, quietly, smooth, spikey, slow, fast, notation, repeat,

Small step progression

Recognise how music can communicate character

Create simple sound and movement motifs

Use music to tell a story

Investigate different ways of playing an instrument

Compose a sequence of sounds

Play instruments while following a graphic score

Outcome

The children will compose short sound sequences to tell a story or reflect a character and perform these to each other.

PE (Ball Skills)

Hands 2

Prior learning

The children will know how to throw beanbag with control and why we need to aim when we throw. They will have learnt to throw underarm and catch with both hands using a soft object.

Vocabulary for learning

Batter, Fielder, opponent, aiming, accuracy, throwing, catching, rolling

Small step progression

Throwing (underarm) with accuracy

Apply throwing with accuracy in a team

Extend throwing with accuracy in a competition

Stopping a small ball with our hands

Develop accuracy in sending towards a target

Accurately roll a ball towards a target to win a game

Outcome

The children will combine their sending and stopping skills, applying their knowledge of where we send a ball and why to score points to beat an opponent.

PE (Dance)

The Zoo

Prior learning

The children have been introduced to the idea of ‘champion dancers’ who move with control and respond to the rhythm of the music. They can move their bodies to music.

Vocabulary for learning

Champion dancers, beat, moving, control, rhythm, sequence, motif, expression

Small step progression

Exploring expression by creating movements as ‘big’ animals

Developing our movements as ‘small’ animals by adding movements together

Creating an animal sequence: motifs

Responding to a rhythm: partnerwork

Exploring relationships within our motifs

Create and perform a motif

Outcome

The children will co-ordinate and control their bodies to create and perform a motif to the rest of the class.

Books linked to our learning

