





Subject: DT	Topic: Eat More Fruit & Vegetables	Term: Spring 1
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Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	<p>Pre-assessment: How many different fruits and vegetables can you name?</p> <p>Why do you think it is important to eat fruits and vegetables?</p> <p>What do you need to do when handling foods?</p> <p>To find out the favourite fruits and vegetables in the class and present the data in a pictogram.</p>	<p>To examine, taste and describe a variety of fruits and vegetables.</p>	<p>To find out how to handle and prepare a variety of fruits and vegetables.</p>	<p>To be able to design a recipe to include fruit and/or vegetables.</p>	<p>To be able to make and evaluate a food product based on a design.</p>
Question Driver	<p>What is the most popular fruit and vegetable in class?</p>	<p>Can children describe a variety of fruits and vegetables?</p>	<p>How do we handle fruits and vegetables safely?</p>	<p>Can we design a new smoothie for a shop?</p>	<p>Was our smoothie a success?</p>
Assessment for learning opportunities	<p>Can children identify and describe familiar fruits and vegetables?</p> <p>Can children gather data about the most popular fruits and vegetables?</p> <p>Can children present data in a pictogram?</p>	<p>Can children identify different parts of fruits and veg, such as the skin, flesh and seeds? Can children explore a range of fruits and veg using their different senses? Can children draw, label and describe a variety of fruits and veg?</p>	<p>Can children identify ways of working safely with sharp objects such as knives and graters? Can children identify ways of working hygienically with food? Can children follow health and safety procedures when preparing food?</p>	<p>Do children understand that fruits and vegetables are an important part of a healthy diet? Can children design a salad or smoothie for a particular purpose? Can children identify what ingredients and tools will they need to make their salad or smoothie?</p>	<p>Can children identify and follow rules for food safety and hygiene?</p> <p>Can children follow a design to make a smoothie or salad?</p> <p>Can children evaluate their finished products?</p>



COMPUTING



A 3D rendering of a single white puzzle piece with a subtle shadow, set against a grey gradient background. The word "COMPUTING" is printed across the center of the piece in a bold, sans-serif font. The letters "COMPU" are orange, and "TING" is red. The puzzle piece has standard interlocking tabs and blanks on its edges.

Subject: Computing	Term: Spring Term 2024	Topic: Making Multimedia Stories
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The Big Question:

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	Pre-assessment: naming parts of a computer. Typing a short phrase. To observe and make notes. To begin to use two hands to type To add text to a text box To name parts of a computer	To begin to use two hands for typing, adding text to a text box. To make simple changes to selected text, e.g. colour, style and size. To add a picture to a picture box	To use drawing tools effectively To add animation effects to a page To use spacebar, backspace, delete, shift for capital letters.	To select and record sounds to add to work To know why recalling instructions matters 	To use drawing tools effectively (e.g. fill or shape tools). To make simple changes to selected text, e.g. colour, style and size. To add animation effects to objects on a page. To add navigation buttons to a presentation
Question Driver	Which part of a computer do I use to add words onto my work?	How can I make my work more interesting and exciting?	What is media on a computer? How can I animate my page?	Can I recall instructions to select and record sounds?	Have you saved your work?
Assessment for learning opportunities	Are children beginning to type using two hands? Can they add text to a text box?	Can children change the text sizes and colour? Can they add a picture?	Can children show an example of an animation they used and explain why they used it?	Can children select/record sounds to add to work? Can they listen to and recall instructions?	Have children created a digital story? Have they included sound and animation? Have they added navigation buttons to their story?





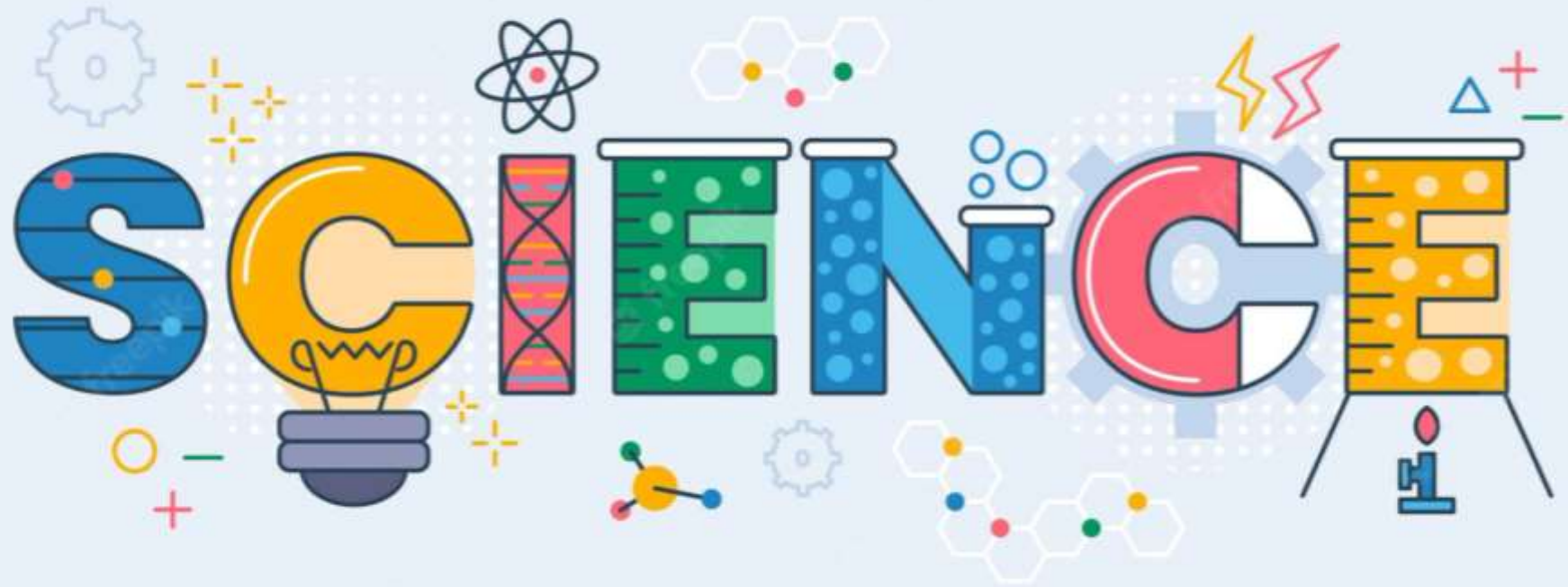
Subject: PSHE Jigsaw	Term: Spring 1	Topic: Dreams and Goals	Year 1
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The Big Question: What are you good at?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives Sequential steps 	To set simple goals. To tell you the things I do well.	To set a goal and work out how to achieve it. To say how I learn best.  I can listen to people's goals without interrupting.	To understand how to work well with a partner. To celebrate an achievement with my partner.	To tackle a new challenge and understand this may stretch my learning. Identify how I feel when faced with a new challenge.	To identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. To know how I feel when I see obstacles and how I feel when I overcome them	To tell you how I felt when I succeeded in a new challenge and how I celebrated it To know how to store the feelings of success in my internal treasure chest
Question Driver	What do you want to do well?	How do you learn best?	What makes you a good partner?	How might we feel when faced with a new challenge?	What obstacle makes a challenge tricky?	How does success feel?
Assessment for learning opportunities	Can chn set a simple goal? Can chn talk about what they do well?	Can children identify how they learn best and how they can achieve their goal?	Can children talk about what makes them a good partner? to a class and their school?	Can children take on a new challenge and talk about their feelings?	Can chn identify obstacles? can chn talk about how the obstacle made them feel?	Can chn recognise success? Can they discuss how this made them feel?




Subject: Science	Term: Spring 1	Topic: Animals including Humans / Seasonal changes
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The Big Question: What is an animal?

Skills Builder focus this term




	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives  Sequential steps	To observe seasonal changes. To recognise and discuss the season winter.	Pre-Ass What do you already know about animals? What types of animals are there?	To understand what a mammal is.	To understand what an amphibian is.	To understand what a reptile is.	To understand what a minibeast is?
Question Driver	What is winter?	What do you already know about animals?	What is a mammal?	What is an amphibian?	What is a reptile?	What is a minibeast?
Assessment for learning opportunities	Can children name the current season? Can children observe changes from Autumn? Can children discuss the weather during winter?	Can children talk about different types of animals?	Can children name some animals that are mammals? Can children name some facts about mammals? Can children discuss where mammals live?	Can children name some animals that are amphibians? Can children name some similarities and differences between mammals and amphibians?	Can children name some animals that are reptiles? Can children name some facts about reptiles?	Can children name some minibeasts? Can children explore minibeasts in their natural habitat and make observations?




P.E.

Subject: PE	Term: Spring 1	Topic: Gymnastics
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Skills Builder focus this term









	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives  Sequential steps	To perform 'like' actions in a sequence.	To carry and set up apparatus safely.	To perform shapes on both large and small body parts.	To take off and land and use shape in our jumps.	To travel on our feet, showing good body tension.	To create different levels in a performance.
Question Driver	What is a 'like' action in a sequence?	How do we move apparatus safely?	What is a small or large body shape?	What is a good take off position?	How can we show good body tension?	Can we perform a 6 element sequence?
Assessment for learning opportunities	Can the children link two like actions? Can children perform two rolls or two jumps, link them together and repeat?	Can the children move mats and benches safely? Can children identify key points for moving apparatus? Can children transfer like sequences to low apparatus?	Can children identify that shapes can be performed on large or small body parts? Can children transfer shapes from small body parts to large ones? Can children use body tension to hold shapes?	Can children take off and land with (some) control? Can children jump for height and distance? Can children perform shapes in jumps?	Can children explore ways of travelling on feet using good body tension? Can children link types of travel to make a sequence? Can children use knowledge of shapes and implement them in a sequence?	Can children choose two like actions rolls, travel on feet or jumps that show different levels? Can children choose a shape to start and finish? Can children create and perform a 6 element sequence?

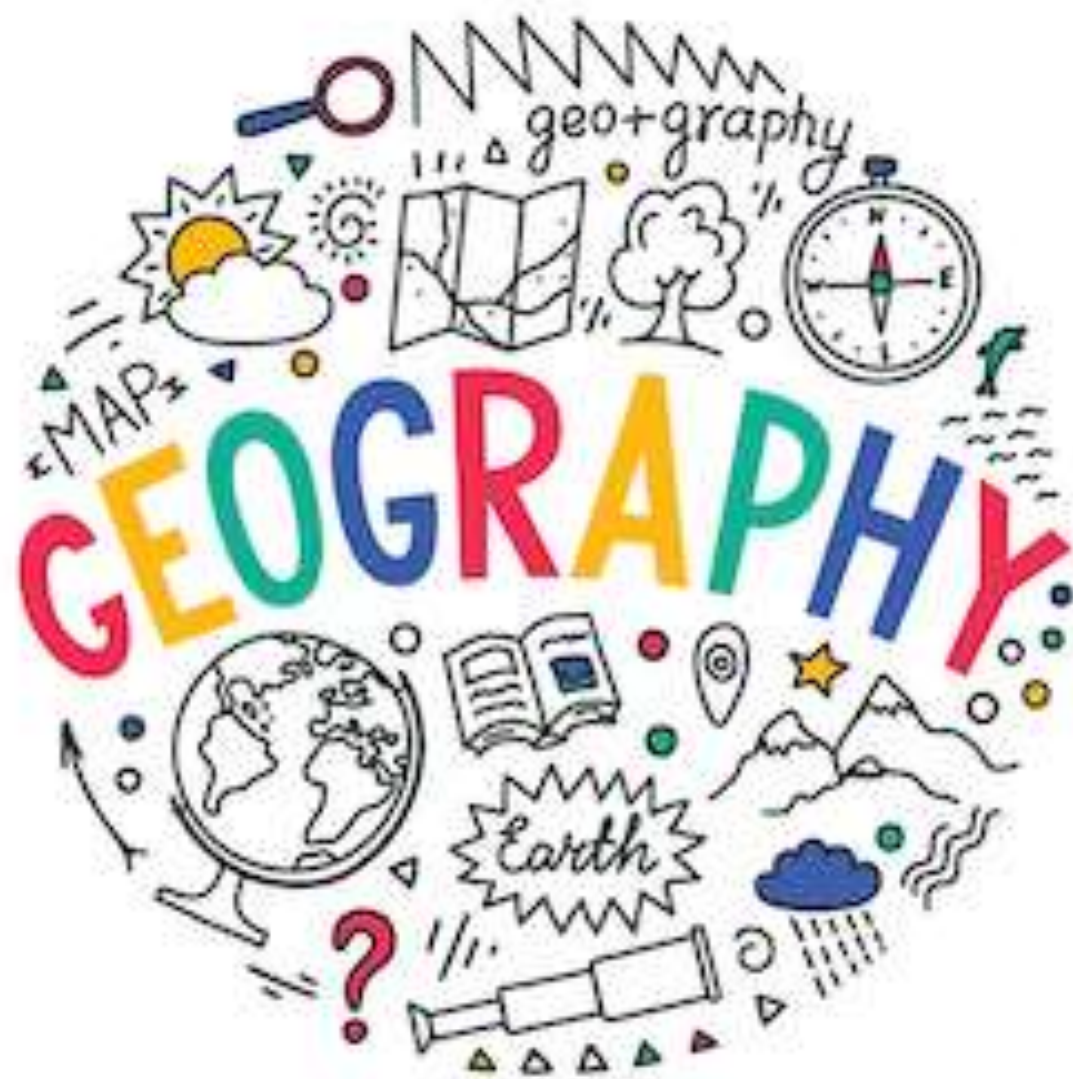
Subject: PE outdoor	Term: Spring Term 2024	Topic: Games:
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The Big Question: Hit Catch Run

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps	To select a space to throw or roll a ball into	To track and collect a rolling ball.	To catch a ball to stop an opponent from scoring?	to hit a ball I know why recalling instructions matters 	To run between bases to score points To work as a team to score points I can explain what it means to listen? 
Question Driver	What can we do to get more points to win the game?	How can we stop a rolling ball?	How can we stop the other team for scoring a point?	Where should you aim to hit the ball now there are fielders?  Can we listen carefully to instructions?	Are you working together to stop strikers from scoring points? How can you improve your scores working as a team  How can we avoid interrupting?
Assessment for learning opportunities	Can children roll a ball into a space? Can they throw underarm and overarm to a target with some accuracy?	Can children track and retrieve a rolling ball? Can children track and return a ball to base using rolls and throws?	Can children stay alert to catch a ball successfully? Can they begin to communicate to each other encouraging the fielders to beat the runners?	Can children use a bat or racquet to hit a ball? Who is able to recognise instructions? Who can recall instructions? 	Do children use the correct stance to catch/ hit a ball? Are children aware of where fielders are to try to score more points? Why is it important to listen to our team? 






Subject: Geography	Term: Spring 1	Topic: UK
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The Big Question: What is the United Kingdom?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives Sequential steps 	Pre-Ass What do children know of the UK? Consolidate the previous learning. Introduce map of UK Continents	Look at map of UK. Explore and investigate London and England  Who can listen to the National anthem without interrupting it?	Explore and investigate Edinburgh and England  Who can listen to the bag pipes? What do they sound like?	Explore and investigate Wales and Cardiff	Explore and investigate N.Ireland and Belfast	Post unit assessment
Question Driver	What is the United Kingdom?	Where is London?	Where is Edinburgh?	Where is Cardiff?	Where is Belfast?	
Assessment for learning opportunities	Can children identify the countries of the UK on the map?	Can children locate London on a map of UK and talk about London landmarks?	Can children locate Edinburgh on a map of UK and talk about Scotland landmarks?	Can children locate Cardiff on a map of UK and talk about Wales landmarks?	Can children locate Belfast on a map of UK and talk about N Ireland landmarks?	




Religious Education

Subject: Religious Education	Term: Spring 1	Topic: Christianity
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The Big Question: Why is Jesus special to Christians?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives  Sequential steps	Pre-Ass To understand the story of the good Samaritan.	To know the acts of kindness in the good Samaritan.	To think about how to be a good neighbour.	To be able to retell the story of the lost sheep.	To understand the meaning of the story of the lost sheep.	to understand the meaning of the story of the two builders.
Question Driver	What is the story the good Samaritan about?	What is an act of kindness?	What makes a good neighbor?	What happens in the lost sheep?	What is the meaning of the lost sheep story?	What have you learnt?
Assessment for learning opportunities	Can children retell the story of the good Samaritan? Can they explain the meaning of the story?	Can children talk about the acts of kindness in the good Samaritan?.	Can chn talk about what makes a good neighbour?	Can chn retell the story of the lost sheep? Who came to visit? What did they bring?	Do chn understand the meaning of the story of the lost sheep.	Can chn explain what happens in the story of the two builders?




Subject: Skills Builder	Term: Spring Term 2024	Topic: Listening
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The Big Question: What does a good listener look like?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives  Sequential steps	I can explain what it means to listen?	I know what interrupting is, and why to avoid it.	I know some ways to avoid interrupting	I know why recalling instructions matters	I concentrate when listening to instructions
Question Driver	Why is listening a skill?	What does it mean to interrupt?	How can we avoid interrupting?	When might you get instructions at home, school or at clubs?	What happens when our instructions are not clear or you do not understand them?
Assessment for learning opportunities	Who can think of a time where they had to listen to someone? Why was it important?	Who can listen and recognise when teacher/peers are being interrupted?	Who can listen and avoid interrupting themselves?	Who is able to recognise instructions? Who can recall instructions?	Who shows good listening skills when receiving instructions? Who is able to ask for a repeat of instructions or further instructions to help them to understand what they are?