



# The Cathedral School of St Mary

## Foundation/Year 1 – Spring Term 2 2025

### How did we learn how to fly?

Foundation	Week 1 WB: 24.02.25	Week 2 WB: 03.03.25	Week 3 WB: 10.03.25	Week 4 WB: 17.03.25	Week 5 WB: 24.03.25	Week 6 WB: 31.03.25
<b>Key Dates/Info</b>	24.02.25 – INSET Day 25.02.25 – Children back in 26.02.25 – School Disco	06.03.25 – World Book Day	11.03.25 – Healthy Smiles in	Fraser Portraits in – Class Photos		
<b>Educational Visits/ Experiences</b>		05.03.25 – Whole school Mass – Ash Wednesday	12.03.25 – EYFS Mass		Provisional trip to the immersive dome @ Markethall	Whole School Mass
<b>Weekly Theme</b>	How do we travel?	The first flight	Significant figures in the history of flying.	Why was the moon landing special?	What is there to discover in space?	How did we learn to fly?
<b>Vocabulary</b>	Achievement, past, present, future, flight planes, spaceships, hot-air balloons, helicopters, rockets, paragliding, hang gliding, jet packs	Flight, beyond living memory, past, evidence, historic, historically significant, achievement, inventor	Flight, beyond living memory, past, present, evidence, historic, historically significant, achievement, inventor, Wright brothers, Amelia Earhart, Bessie Coleman	Flight, moon, planets, space, astronaut, beyond living memory, past, present, evidence, historic, historically significant, achievement, Neil Armstrong, Buzz Aldrin, Michael Collins	Flight, moon, planets, space, astronaut, beyond living memory, past, present, future, historically significant, achievement	Flight, beyond living memory, past, evidence, historic, historically significant, achievement, inventor, timeline
<b>Key Text For Drawing Club</b>	Don't Spill the Milk by Stephen Davies	Last stop on Market street by Matt De La Peña	Be Kind by Pat Zietlow Miller	Look Inside Space by Rob Lloyd Jones, Benedetta Giaufret, et al.	There's an alien in your book – Tom Fletcher	Look Up by Nathan Bryon

<b>Literacy EYFS</b>	I know the individual letters taught so far. I can orally blend and segment simple words. I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.	I know the individual letters taught so far. I can orally blend and segment simple words. I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.	I know the individual letters taught so far. I can orally blend and segment simple words. I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.	I know the individual letters taught so far. I can orally blend and segment simple words. I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.	I know the individual letters taught so far. I can orally blend and segment simple words. I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.	I know the individual letters taught so far. I can orally blend and segment simple words. I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.
<b>Key Text For Bookwrites</b>	Don't Spill the Milk by Stephen Davies	Don't Spill the Milk by Stephen Davies	Don't Spill the Milk by Stephen Davies	Look Inside Space by Rob Lloyd Jones, Benedetta Giaufret, et al.	Look Inside Space by Rob Lloyd Jones, Benedetta Giaufret, et al.	Look Inside Space by Rob Lloyd Jones, Benedetta Giaufret, et al.
<b>Literacy Yr1</b>	To tell the story of a journey with a twist at the end	To tell the story of a journey with a twist at the end	To tell the story of a journey with a twist at the end	To write a double page spread of information which includes an introduction, a flap with sentences providing further information for the reader and a flap which poses and answers a question	To write a double page spread of information which includes an introduction, a flap with sentences providing further information for the reader and a flap which poses and answers a question	To write a double page spread of information which includes an introduction, a flap with sentences providing further information for the reader and a flap which poses and answers a question
<b>Maths EYFS (Mastering Number)</b>	Subitising: Subitise within 5 focusing on die patterns	Counting, ordinality and cardinality: Focus on ordinality and the 'staircase' pattern	Composition: Focus on 5	Composition: Focus on 6 and 7	Composition: Compare sets and use language of comparison	Composition: Focus on ordering numbers to 8
<b>Maths Year 1 (Powermaths)</b>	Unit 7: Addition and subtraction within 20: Fact families and missing number problems	Unit 8: Numbers to 50: Counting numbers to 50 and counting in 10's	Unit 8: Numbers to 50: Partitioning numbers within 50	Unit 9: Introducing length and height: Comparing and measuring lengths and heights	Unit 10: Introducing mass and capacity: Measuring and comparing mass	Unit 10: Introducing mass and capacity: Measuring and comparing capacity
<b>RE</b>	Desert to Garden: We care for others in Lent	Desert to Garden: Lent is a time to grow closer to Jesus	Desert to Garden: Lent is a time to grow in love to others	Desert to Garden: Jesus entered Jerusalem on a donkey	Desert to Garden: I know that Jesus died on a cross	Desert to Garden: Jesus rose and everyone celebrates
<b>PSED/ Gospel Values</b>	Created to love others:	Created to love others: Life online - Playing online	Created to love others: Keeping safe - Safe inside and out	Created to love others: Keeping safe - My body, my rules	Created to love others: Keeping safe - Feeling Poorly	Created to love others: Keeping safe - People who help us

	Life online - What is the internet?					
<b>Communication and Language</b>	Make paper helicopters - what do we think will happen to them? Try them and then describe their flight	Helicopter Stories introduction - explain the structure (scribe a story and the children act it out) and give it a go!	Share different 'Tree of Life' pictures. Talk about what they can see, which picture they like best and why.	Helicopter Stories (scribe a story and the children act it out)	What would you take on a space mission with you? As a class, we will pack a bag as if we are headed into space!	Helicopter Stories (scribe a story and the children act it out)
<b>Understanding the World</b>	Recap what we mean by history and being a historian. Can we sort different types of travel? How have we sorted them? Can we tell if they are old or new by looking at the pictures? Think about colour and black and white photos.	Recap previous lesson. We will be focusing on the first flight. Watch the videos and talk about how the different people would be feeling in each of them. Have the children act out the story of the first flight.	Recap previous lesson. Remind the children that we know the importance of the Wright brothers. Who are the other important historical figures? Explore Amelia Earhart and Bessie Coleman as well as the Wright Brothers.	Recap previous lesson. Talk about how people haven't only flown around the world, that they have flown out into space. Look at the Apollo 11 mission to the moon. How do you think they felt about being the first people to walk on the moon?	Recap previous lesson remembering the key details of the first mission to the moon. Where else has been explored/could we explore in space? Look at the other planets and whether we think there might be life on any of them.	Recap previous lessons. Reflect on everything we have learnt about the history of flight. What can they remember? As a class, put together a timeline showing what we have learnt.
<b>Year 1 Understanding the world outcome.</b>	Sort the transport and identify those transportation methods that we use to fly.	Oracy outcome - acting out the first flight and explaining the importance of flight.	To complete a factfile on either Amelia Earhart, Bessie Coleman or the Wright Brothers.	Complete a factfile about the moon landing.	Oracy outcome - What do they think they would need for a space mission?	Put together a timeline of the history of flight
<b>Science</b>	Identify and explain some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition.	Explain the difference between things that are living, dead, and things that have never been alive, using some of the life processes.	Name a variety of habitats, including woodland, ocean, rainforest and seashore.	Name a variety of habitats, including woodland, ocean, rainforest and seashore.	Name a variety of habitats, including woodland, ocean, rainforest and seashore.	Explain that a food chain can be used to show how animals obtain food from eating either plants and/or other animals.
<b>Expressive Arts and Design</b>	Sculpture and 3D: Paper play - Tube towers	Sculpture and 3D: Paper play - 3D drawings	Sculpture and 3D: Paper play - Tree of life	Sculpture and 3D: Paper play - Tree of life	Sculpture and 3D: Paper play - Giant spider model (create)	Sculpture and 3D: Paper play - Giant spider model (decorate)

