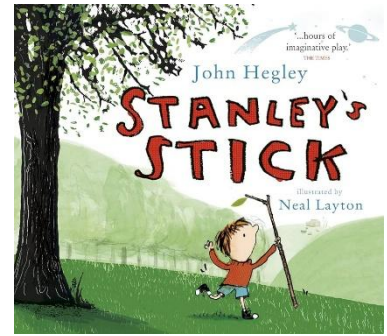




Year 1

Super Surroundings



English

In English we will be using the book 'Stanley's Stick' by Neal Layton as a fiction stimulus for a range of creative writing opportunities. This will include, writing a page for a class book of sticks, writing speech bubbles and thought bubbles, creating postcards and writing letters of advice. The children will continue to consolidate their understanding of nouns, verbs and adjectives and they will explore punctuating their sentences using exclamation marks and question marks with increasing accuracy. The children will demonstrate their ability to apply their learning by writing their own version narratives based on 'Stanley's Stick'.

Our non-fiction writing will focus on the importance of caring for our environment using the book 'Dinosaurs and all that rubbish' as a writing hook. The children will write their own pamphlet on how to look after our planet.

The children will explore performance poetry linked to the theme of growing, supporting our Science learning this half term.

Maths

Multiplication and Division:

Children will practise counting forwards and backwards in 2's, 10's and 5's. They will begin to use language associated with multiplication such as '___ groups of 10 are equal to ___'. Children will first practise identifying equal groups and will then apply this knowledge to add equal groups together to find a total. They will then move on to identifying and recording a number sentence to match the group. For example, a picture showing 5 pairs of socks, a number sentence to represent it could be $2+2+2+2+2=10$. Children will also revisit sharing items equally between different groups. They will also look at situations where some items cannot be shared equally and some remaining items are left over.

Fractions:

Children will learn to recognise and find a half and a quarter of an object, shape or quantity. They will understand that the whole must be split into two equal parts for it to be a half. Additionally, they will understand that the whole must be split into four equal parts for it to be a quarter.

Geometry:

Children will use the language 'quarter', 'half' and 'three-quarters' to describe turns. They will be given opportunities to practically turn objects as well as experience the motion of turns themselves. Additionally, children will practise using the positional language 'left', 'right', 'forwards' and 'backwards'.

Phonics

During phonics sessions, children will continue learning alternate phase 5 graphemes/sounds. They will practise reading and writing words and sentences containing these new sounds. We will also continue to focus on recognising and spelling high frequency words and Tricky Words. In addition we will be focussing on reading real and nonsense words in preparation for the Year 1 phonics screening check. We will encourage children to spot Phase 3 and 5 digraphs in order to decode words accurately.

PSHE

Children will learn about what it means to keep something private, including parts of the body that are private. They will identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches). We will discuss how to respond if being touched makes them feel uncomfortable or unsafe. Additionally, we will discuss when it is important to ask for permission to touch others and think about situations when someone's body or feelings might be hurt and whom to go to for help.

Science

Children will learn to identify a variety of common garden plants, including deciduous and evergreen trees. They will also learn about the basic structure (parts) of a variety of common flowering plants, including trees. Additionally, we will complete a science investigation in which children will grow beans in glass jars. They will keep their own bean diaries to record the different parts of the plant they observe growing.

History

Children will describe why an explorer is significant and how they impacted events or people's ideas. They will study Matthew Henson and Christopher Columbus to understand events in relation to the present day and compare how exploration has changed over time. They will use photographs to make inferences and will sequence events on a timeline.

Geography/D.T.

As part of 'Around the World' themed week children will be exploring Canada. They will locate the United Kingdom and Canada on a world map. They will make comparisons between Canada and the United Kingdom, looking at climate and landscapes and identifying human and physical features. They will look at foods Canada is famous for and use this knowledge to prepare food and understand the importance of hygiene when cooking.

Art

In Art children will be exploring line and shape. They will identify lines and shapes by looking at the work of others and begin to apply this by exploring their own line and shape work in their sketchbooks. They will create musical lines in response to music. The sequence of lessons will culminate in children creating their own portraits in the style of Paul Klee.

Computing

In computing children will build on their knowledge of algorithms by beginning to explore coding. They will create simple programmes using code blocks, including events, actions and objects. They will learn to edit scenes by adding, deleting and moving objects.

P.E.

Athletics:

Children will develop throwing for distance and throwing with accuracy. They will explore hopping, jumping and leaping for distance. Additionally, they will develop balance and coordination when changing direction.

Target Games:

Children will develop underarm and overarm throwing towards a target. They will learn to select the correct type of throwing depending on the distance of the target.

R.W. (Religion and World Views)

In R.W., our learning will be based on the enquiry question 'How did the universe come to be?' We will explore Christian and Hindu creation stories as well as non-religious ideas about the origins of the universe.

Music

In Music children will be inspired by the piece 'Nautilus' by Anna Meredith. Through this music, pupils will develop their feeling and understanding of pitch, beat, and duration by moving, dancing and interpreting. They will also explore the unit 'Cat and Mouse' which will explore how we use a combination of musical elements – rhythm, tempo, timbre, and dynamics – to create an emotional response that helps us tell a story.