

Year group: 1

Term: Spring 1

Topic: Transport and Travel



Literacy

Daily Reading / Story Session/ Daily Phonics Sessions

Reading sessions incorporate Year 1 word reading and comprehension skills with a strong focus on phonics.

Class Reads

Rosie Revere Engineer by Andrea Beaty and David Roberts

We're going on a bear hunt by Michael Rosen and Helen Oxenbury

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read many common exception words from (English appendix 1)
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.

Writing Genre: Instructions

Class Text: **Rosie Revere Engineer**

Immerse

- To follow verbal and written instructions.

Analyse

- To identify and order the different parts of the instructions text type.

Skills

- To identify and use imperative verbs.
- To identify and use time conjunctions, first, then, next, finally etc.
- To write in full sentences using capital letters and full stops.
- To spell words with the prefix un-.
- To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Plan

- To plan to write instructions using imperative verbs and time conjunctions.

Write

- To write instructions in full sentences using time conjunctions.

Edit/Review

- To proof read writing to check full stops and capital letters have been used correctly.

Writing Genre: Poetry (Rhyming/Repetition)

Class Text: **We're going on a bear hunt**

Immerse

- To role play the story using language from the text.

Analyse

- To identify poetic features in a text.

Skills

- To identify rhyming couplets within a text and correctly match them together.
- To write in full sentences using capital letters and full stops.
- To begin to understand, spell and use the year 1 suffixes 'ed' and 'ing'.
- To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Plan

- To plan a short poem using the year 1 poetic features in the model text.

Write

- To write a short poem using the year 1 poetic features in the model text.

Edit/Review

- To proof read writing to check spellings include all sounds and year 1 suffixes.

Creative writing: a new animal description linked to science

Creative writing: a recipe for love linked to instructions

Independent assessed writing: Setting Description

Maths

Unit 6: Time

- To know and order the months of the year
- To sequence events in time order
- To understand that time can be measured in minutes and seconds
- To read and write the time to o'clock on an analogue clock
- To read and write the time to half past on an analogue clock
- To read the time to o'clock and half past on an analogue clock
- To read and write o'clock and half past times in words
- To explore adding on hours and half hours
- To describe whole, half and quarter turns clockwise and anti-clockwise

Unit 7: Exploring calculation strategies within 20

- To use number bonds to derive subtraction facts and teens facts
- To use doubles to calculate near doubles
- To use a bead string to represent the 'Make ten' strategy
- To understand that the = symbol represents equivalence
- To choose an addition strategy based on the numbers in the calculation

Unit 8: Numbers to 50

- To place the numbers from 20 to 50 in order and identify missing numbers
- To recognise a group of ten as one unit
- To begin to recognise tens and ones within 2-digit numbers
- To understand how groups of ten and ones are written in a place value chart
- To represent a 2-digit number within 50 as tens and ones on a place value chart
- To compare and order numbers to 50 using place value
- To compare and order numbers to 50 using a number line and a bead string
- To practise and apply counting in twos and fives
- To describe and complete number patterns

Science

Amazing Animals

Pupils will know and understand...

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils will learn...

- Can we name and describe different animals?
- Can we group animals into mammals, birds, and fish?
- Can we group animals into reptiles and amphibians?
- What do mammals have in common?

	<ul style="list-style-type: none"> • Can we identify different birds? • Can we compare different fish? • Can we compare animals from different categories? • What do animals eat? • What makes a good and happy pet? • What are the basic parts of the human body? What do they do?
History	<p><u>Travel and Transport</u></p> <p>Pupils will know and understand...</p> <ul style="list-style-type: none"> • How people used to travel in the past. • How to compare and contrast old modes of transportation with how we travel today. • An understanding of how technology has changed transport, focusing on different modes of transportation in land, sea and air. • Significant events and people, such as the Wright brothers and the first space flight in 1961. • How transport might change and what it could look like in the future. <p>Pupils will learn...</p> <ul style="list-style-type: none"> • How do we travel around today? • What transport did people use in the past? • How have boats changed over time? • How were the first trains different from trains today? • How did trains change people's lives? • How has road transport changed? • How have bicycles changed since they were first invented? • How has air travel changed over time? • Why can we only find some types of transport in certain areas? • How have humans travelled in space?
Geography	Not in this half term
Art	<p><u>Sculpture and 3D: Paper play</u></p> <p>Pupils will know and understand...</p> <p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p><u>Using sketchbooks:</u></p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p><u>Making skills:</u></p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • Develop observational skills to look closely and reflect surface texture. <p><u>Knowledge of artists:</u></p> <ul style="list-style-type: none"> • Understand how artists choose materials based on their properties in order to achieve certain effects.

	<p><u>Evaluating and analysing:</u></p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. <p><u>Pupils will learn...</u></p> <ul style="list-style-type: none"> • To roll paper to make 3D structures. • To shape paper to make a 3D drawing. • To apply paper-shaping skills to make an imaginative sculpture. • To work collaboratively to plan and create a sculpture. • To apply painting skills when working in 3D.
Design Technology	
Computing	<p><u>iModel</u></p> <p><u>Pupils will know and understand...</u></p> <ul style="list-style-type: none"> • To use technology purposefully to create, organise, store, manipulate and retrieve digital content • To recognise common uses of information technology beyond school <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To understand that computers can show real events and things • To use a mouse to move things accurately on-screen • To understand that computers can be used to make choices • To understand that a computer can be used to model an environment where choices can be made • To create a representation of a real or fantasy game or story <p><u>iSafe</u></p> <p><u>Pupils will know and understand...</u></p> <ul style="list-style-type: none"> • To understand and explore personal information and staying safe online. • To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • To identify a range of ways to report concerns about content and contact. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help. • To understand that photos can be shared online and the importance of seeking permission before sharing a photo. • To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help. • To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.
PE	<u>Fitness</u>

	<p><u>Pupils will know and understand...</u></p> <ul style="list-style-type: none"> • To know what exercise is. • To know the benefits of exercise. • To know what exercise does to our body. • To know how exercise makes me feel. • To know how to be resilient. • To know why we need to warm up and cool down. <p><u>Pupils will learn...</u></p> <ul style="list-style-type: none"> • To recognise changes in my body when I do exercise. • To share my ideas with other people in the class. • To talk about what exercise does to my body. • To recognise how exercise makes me feel. • To try my best in the challenges I am set. • To understand why it is important to warm up.
Music	<p><u>Musical Symbols</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> • To understand that pitch means how high or low a note sounds. • To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. • To know that music has layers called 'texture'. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To explore tempo changes through movement. • To explore how dynamics can be represented by different symbols. • To clap simple rhythmic patterns while keeping the pulse. • To interpret symbols to demonstrate a pitch pattern. • To perform as part of a group to demonstrate dynamics, pitch and rhythm.
RSE	<p><u>Unit 3: Emotional Well-being</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> • That it is natural for us to relate to and trust one another • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • A language to describe our feelings • Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character • Simple strategies for managing feelings and maintaining good behaviour • That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes • That Jesus died on the cross so that we would be forgiven

	<p>Unit 4: Life Cycles</p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> • Learn and appreciate that there are natural life stages from birth to death, and what these are • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving • Success Criteria
<p>Immesive Events/Visits/Vistors etc</p>	<p>Nurses Visit Collaborative large scale art sculpture</p>