

Year group: 1

Term: Spring 2

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

This half term we are looking at traditional tales including Snow White, Pinocchio and Jack and the Beanstalk

- 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.

Class Text: **Snow White**

Writing Genre: Retelling a narrative

Immerse

- To retell a traditional tale using actions and pictures.

Analyse

- To identify and order the different parts of a story.

Skills

- To write in full sentences using capital letters and full stops.
- To begin to understand past and present text and begin to use past tense within writing.
- To add and use the prefix –un.
- To understand, use and spell the digraph ‘ar’.

Plan

- To plan to retell the story of ‘Snow White’ using past tense and correct year 1 punctuation.

Write

- To retell the story of ‘Snow White’ using past tense and correct year 1 punctuation.

Edit/Review

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

Writing Genre: Non-chronological report

Immerse

- To gather information, facts and vocabulary about our chosen animal.

Analyse

- To identify features of a non-chronological report.

Skills

- To add –s and -es to singular nouns to make them plural.
- To use the joining word ‘and’ to link ideas and sentences.
- To write in full sentences using capital letters and full stops.
- To write simple sentences from memory, incorporating taught GPCs, common exception words, and correct punctuation.

Plan

- To plan a non-chronological report using plurals and the conjunction ‘and’.

Write

- To write a non-chronological report using plurals and the conjunction ‘and’.

Edit/Review

- To proof read writing to check spellings include all sounds and sentences include all words.

Creative writing: World Book Day description.

Creative writing: Write about a new character ‘Piper’.

Independent assessed writing: Retell a traditional tale.

Maths

Unit 9: Addition and subtraction within 20

- To compare two sets using the language ‘more’, ‘fewer’ and ‘difference’.
- To compare two sets and find the difference in a range of contexts.
- To explore numbers with a difference of one and two on a number line.
- To compare two numbers using ‘greater’, ‘less’ and ‘difference’.
- To use the ‘Make ten’ strategy to identify difference on a number line.
- To write subtraction equations to represent comparison situations.
- To write addition equations to represent comparison situations.
- To interpret and solve comparison problems using concrete manipulatives.

	<p><u>Unit 10: Fractions</u></p> <ul style="list-style-type: none"> • To identify one half of a shape or object. • To find half of a quantity. • To identify one quarter of a shape or object. • To find one quarter of a quantity. • To identify half, quarter and three-quarter turns. <p><u>Unit 11: Measures: Length and mass</u></p> <ul style="list-style-type: none"> • To compare the lengths and heights of two or more objects • To measure lengths of objects using non-standard units • To measure lengths of objects using non-standard units • To experience standard units of length • To compare the masses of two objects • To compare the masses of more than two objects • To find the masses of objects using non-standard units • To find the masses of objects using non-standard units • To experience standard units of mass
Science	<p><u>Amazing Animals</u></p> <p>Pupils will know and understand...</p> <ul style="list-style-type: none"> • 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. <p>Pupils will learn...</p> <ul style="list-style-type: none"> • 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 has road transport changed?

	<ul style="list-style-type: none"> • 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>Card Craft Handmade paper – Mother’s Day Children will learn to:</p> <ul style="list-style-type: none"> • Make handmade paper to paint on. <p>Printing – Easter Children will learn to:</p> <ul style="list-style-type: none"> • Use familiar objects to make print patterns.
Design Technology	<p><u>Structures: Constructing a Windmills</u> Pupils will know and understand...</p> <p>Key skills</p> <ul style="list-style-type: none"> • Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design. • Making stable structures from card, tape and glue. • Learning how to turn 2D nets into 3D structures. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. <p>Key knowledge</p> <ul style="list-style-type: none"> • To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together. <p><u>Pupils will learn...</u></p> <ul style="list-style-type: none"> • To include individual preferences and requirements in my design. • To make a stable structure. • To assemble the components of my structure. • To evaluate my project and adapt my design.
Computing	<p><u>iModel (Spring 1 continued)</u> <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 (Spring 1 continued)</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	<p><u>Striking and Fielding</u></p> <p><u>Pupils will know and understand...</u></p> <ul style="list-style-type: none"> • I know how to catch a ball and beanbag. • I know how to roll a ball. • I know which part of my hand to strike a ball with. • I know how to track a ball coming towards me. • I know the rules of the game. • I know how to be a sportsman. • I know how to be successful. <p><u>Pupils will learn...</u></p> <ul style="list-style-type: none"> • I know how to catch a ball and beanbag. • I know how to roll a ball. • I know which part of my hand to strike a ball with. • I know how to track a ball coming towards me. • I know the rules of the game. • I know how to be a sportsman. • I know how to be successful
Music	<p><u>Sound Patterns: Fairytales</u></p> <p><u>Pupils will know and understand...</u></p> <ul style="list-style-type: none"> • To know that an instrument or rhythm pattern can represent a character in a story.

	<ul style="list-style-type: none"> • To know that my voice can create different timbres to help tell a story. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To explore and change dynamics using the voice. • To experiment with creating different sounds using a single instrument. • To read simple rhythmic patterns comprising of one beat sounds and one beat rests. • To play sound patterns in time with the pulse using a visual stimulus. • To show awareness of different roles when performing in a group performance.
RSE	<p><u>Module 2- Unit 1: Religious Understanding</u></p> <p><u>Children will discuss:</u> God loves us and nothing we can do will stop Him from loving us.</p> <p>Session 1: God Loves You Pupils will know and understand:</p> <ul style="list-style-type: none"> • We are part of God’s family. • Saying sorry is important and can mend friendships • Jesus cared for others and had expectations of them and how they should act. • We should love other people in the same way God loves us. <p><u>Module 2- Unit 2: Personal Relationships</u></p> <p><u>Children will discuss:</u> How to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.</p> <p>Session 1: Special People Pupils will know and understand:</p> <ul style="list-style-type: none"> • To identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special. • The importance of nuclear and wider family. • The importance of being close to and trusting special people and telling them if something is troubling them. <p>Session 2: Treat Others Well... Pupils will know and understand:</p> <ul style="list-style-type: none"> • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour. • The characteristics of positive and negative relationships. • About different types of teasing, and that all bullying is wrong and unacceptable. <p>Session 3: ... and Say Sorry Pupils will know and understand:</p> <ul style="list-style-type: none"> • To recognise when they have been unkind and say sorry. • To recognise when people are being unkind to them and others and how to respond. • That when we are unkind to others, we hurt God also and should say sorry to Him as well.
Immesive Events/Visits/Vistors etc	Lent Big Walk Mass and Holy week Greeting Card Craft– Mother’s Day and Easter