

# The Half Term Ahead

## Year 1: Spring 2

Earth Charter links: Past

Big Question: How can we travel around?

Visits, visitors & trips: Car Wash

Finale Event: Beaulieu

Key dates	Home Learning Expectations						
<ul style="list-style-type: none"> <li>• <b>Friday 27<sup>th</sup> February</b> – Author Visit</li> <li>• <b>Monday 2<sup>nd</sup> March – Friday 6<sup>th</sup> March</b> – World Book Week (Letter to follow with more detailed information)               <ul style="list-style-type: none"> <li>- Monday 2<sup>nd</sup> March – StoryBox Workshop (Flum Flum Tree)</li> <li>- Thursday 5<sup>th</sup> March – Dressing up for World Book Day &amp; Reading Café</li> </ul> </li> <li>• <b>Friday 13<sup>th</sup> March</b> - Year 1 Car Wash Morning</li> <li>• <b>Friday 20<sup>th</sup> March</b> – Red Nose Day</li> <li>• <b>Friday 20<sup>th</sup> March (9:15am)</b> – Year 1 Phonics Screening Parent Presentation</li> <li>• <b>Thursday 26<sup>th</sup> March</b> – Year 1 trip to Beaulieu (letter to follow)</li> </ul>	<p><b>Reading every day: the power of 1:1 reading</b> The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p><b>Tasks/activities in addition to reading at home daily:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th>Activity</th> <th>Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>3x 10min sessions a week</td> </tr> <tr> <td>Phonics</td> <td>Y1: Around 30 minutes a week of Phonics practice</td> </tr> </tbody> </table> <p><b>Home Learning cycle: standardised deadlines</b></p> <ul style="list-style-type: none"> <li>⇒ The phonics homework will be sent home on a Friday, in the file provided</li> <li>⇒ All homework is due to be completed by Thursday morning of the next week.</li> </ul>	Activity	Expectation	Doodle Maths	3x 10min sessions a week	Phonics	Y1: Around 30 minutes a week of Phonics practice
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<div style="display: flex; align-items: center;"> <p><b>Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')</b></p> </div>							
<ul style="list-style-type: none"> <li>⇒ <b>Challenge 1:</b> <a href="#">Create a Moving Picture with a Slider   DT</a> Watch the video then create your own moving picture from your favourite story</li> <li>⇒ <b>Challenge 2:</b> Design and/or make/draw your own vehicle? You could make a bike, car, lorry, tractor, plane, boat, helicopter. Explain to others what makes your vehicle special.</li> <li>⇒ <b>Challenge 3:</b> Can you draw types of moving vehicles that have the following number of wheels 1, 2, 3,4 or more!</li> <li>⇒ <b>Challenge 4:</b> Paint, collage or draw your own inspirational quote canvas using a quote/phrase from your favourite book or author.</li> </ul>							



# Curriculum Overview

Year 1	Autumn 1
Reading: Key Text	A journey through transport - Chris Oxlade Fiction The Journey - Neil Griffiths Oi, get off my train - John Burningham To give   explain the meaning of words   To retrieve and record information   To summarise main ideas   To make predictions
Writing & Grammar	<b>Developing Narrative Structure</b> Fairy Tales: Mixed Up Fairy Tales - Hilary Robinson & Nick Sharratt Choosing effective vocabulary / developing character, setting and plot / using prefix 'un' / Planning, drafting, editing and publishing <b>Developing sentence structure</b> Billy and the Beast - Nadia Shireen Persuasion Use of conjunctions 'and' 'but' to join ideas <b>Writing to persuade</b> Here We Are – Oliver Jeffers To develop sentence structure using question marks and exclamation marks / use the conjunction because to add reasons <b>Cross-curricular / Additional writing opportunities:</b> – links to topics/Science
Phonics	Alternative pronunciations of known graphemes for reading.
Maths	<b>Number - Place Value within 20</b> Count from 20 to 50 / Counting by making groups of 10   Partition into tens and ones   using number line to 50 <b>Geometry - Length and height</b> Compare and measure lengths and heights using objects   Measure length in centimetres   Measure length in centimetres   Measure and compare mass   Measure and compare capacity
Science	<b>Everyday Materials   Plants   Weather &amp; Seasons consolidation</b> Describe the simple physical properties of a variety of everyday materials   Compare and group together a variety of everyday materials based on their simple physical properties   identify and name a variety of common wild and garden plants, including deciduous and evergreen trees   Identify and describe the basic structure of a variety of common flowering plants, including trees   describing the weather   day and night
RE	<b>Christianity and Judaism What questions does the story of the Creation make us ask?</b> What things are possible/impossible   Is it possible to make something from nothing   Does everything have a cause?   Humanist/Scientific explanation of creation
PSHE	<b>Healthy me:</b> Making healthy choices   Keeping myself clean and healthy   Safe use of medicines
PE	<b>Invasion games:</b> Sending and receiving   <b>Indoor:</b> dance
Computing	<b>Grouping data:</b> To label objects   To identify that objects can be counted   To describe objects in different ways   To count objects with the same properties   To compare groups of objects   To answer questions about groups of objects
Humanities	<b>History: History of transport</b> To understand how transport has changed in living memory   To understand how options to travel to space has changed over time   To understand how options to travel by aeroplane have changed over time   To understand how options to travel by aeroplane have changed over time   I To study Henry Ford and understand the changes he made   To understand the chronology and how transport has changed over
Art & DT	<b>DT: Moving pictures</b> Design purposeful, functional, appealing products for themselves and others using a design criterion   Clarify their ideas through discussion   Select and use appropriate materials and components   Explore and use mechanisms [e.g. lever and slider], in their products.
Music	<b>Rhythm and Tempo</b>

