


The Half Term Ahead

Year 1: Spring 1

Earth Charter links: Interconnected
Big Question: What is the country we live in like?

Launch Event: Video messages from around the UK
Visits, visitors & trips
Finale Event: Culture Day

Key dates	Home Learning Expectations						
<ul style="list-style-type: none"> 29th January – RE day 5th February – Calculations Maths workshop 12th February – Culture Day 	<p>Reading every day: the power of 1:1 reading 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>Tasks/activities in addition to reading at home daily:</p> <table border="1"> <thead> <tr> <th>Activity</th><th>Expectation</th></tr> </thead> <tbody> <tr> <td>Doodle Maths</td><td>3x 10min sessions a week</td></tr> <tr> <td>Spellings</td><td>Y1: Around 10 minutes a week of Phonics practice</td></tr> </tbody> </table> <p>Home Learning cycle: standardised deadlines</p> <ul style="list-style-type: none"> ⇒ The phonics homework will be sent home on a Friday, in the paper folder provided ⇒ All homework is due to be completed by Thursday morning of the next week. <p>The orange book can be used for any additional activities the children would like to do and can be brought into school to be shared with the class. It can also be used for Reach for the Stars activities.</p>	Activity	Expectation	Doodle Maths	3x 10min sessions a week	Spellings	Y1: Around 10 minutes a week of Phonics practice
Activity	Expectation						
Doodle Maths	3x 10min sessions a week						
Spellings	Y1: Around 10 minutes a week of Phonics practice						
 Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')							
<ul style="list-style-type: none"> ⇒ Challenge 1: draw some pairs of socks. Can you count them in 2s. Write the numbers you would say. ⇒ Challenge 2: Using 20 objects (pencils/raisins etc) sort them into 2 equal groups, 5 equal groups, four equal groups ten equal groups – how many do you end up with in each group. Take a photograph or draw this into your orange book. ⇒ Challenge 3: Can you record all the number bonds to 10 or to 20 in your homework book, written as number sentences? E.g. 1+9=10 ⇒ Challenge 4: draw a picture of your favourite amphibian, mammal, bird and reptile writing the name of each one. ⇒ Challenge 5: can you make a castle – you could use lego, or a box etc. Either take a photo to show us or bring it into class. Can you include or identify the battlement, portcullis, ⇒ Challenge 6: Write a recount about one of your weekends, remember to include words such as first, next and then. 							



Curriculum Overview

Year 1	Autumn 1
Reading: Key Text	Look inside castles Usborne, The Magic Bojabi Tree – Piet Groblev To give / explain the meaning of words. To retrieve and record information. To summarise main ideas
Writing & Grammar	Creating Descriptions: Journey – Aaron Becker Recognising nouns and adjectives Sentence structure Using a range of punctuation Planning, drafting, editing and publishing Poetry Link: The First Book of Poems – Shirley Hughes Recognising nouns/adjectives and verbs Language and structure of a poem Recounts: Nimesh the Adventurer – Ranjit Singh and On the Way Home – Jill Murphy To discuss my understanding of the language and structure of a text To use the suffix -ed, where no change is needed in the spelling of root words To compose sentences orally before writing them To sequence sentences to form short narrative To re-read what I have written to check that it makes sense To publish my writing according to my purpose and audience To evaluate my writing with my teacher and other pupils To read aloud writing clearly enough to be heard by peers and the teacher Fact files: Ada Twist, Scientist/Iggy Peck, Architect/Rosie Revere, Engineer – Andrea Beaty Discuss my understanding of the text To use full stops, capital letters, question marks and exclamation marks Use capital letter for names of people and places and days of the week Orally rehearse sentences Reread what I have written to check it makes sense Draft, revise, publish and perform Cross-curricular / Additional writing opportunities: – links to topics/Science
Spelling	Alternative spellings of sounds already learned. Silent letters n/b (gn/kn), common exception words
Maths	Multiplication and division Count in 2s, 10s and 5s make equal groups making arrays make doubles grouping and sharing Numbers Fractions Recognise half of an object or a shape Find a half of an object or a shape Recognise half of a quantity Find half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity Geometry Position and direction Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers
Science	Animals Grouping animals according to what they eat (herbivores/carnivores/omnivores Identify features of animals Amphibians and reptiles.
RE	Judaism Why are symbols and artefacts important to Jewish families during Shabbat? Ways diverse Jewish families mark Shabbat.
PSHE	Relationships Understand that there are lots of different types of families Know how to be a good friend Recognise appropriate and inappropriate forms of physical contact I know who can help me in school I recognise my qualities as a person and kind friend
PE	Outdoor: Athletics track and field Indoors: Gymnastics
Computing	Animation:



	To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program
Humanities	History: Homes in the past Identifying similarities and differences between homes now and in the past To look at similarities and differences in homes people live in today and compare these to homes in the past Know how homes and the living things we use in our homes have changed during the lives of the people in our community To explore the features of a Victorian home and know how they carried out tasks To explore the features of Tudor homes and know what they are made of • To compare similarities between medieval and Tudor homes To identify key features of a castle
Art & DT	Art: The Natural world Drawing from observation, printmaking using leaves and introducing secondary colours. Frances Hatch Leonardo Da Vinci
Music	Composition - Matching sounds to a book e.g. Is there an instrument to sound like a sea?

