Newchurch Community Primary School - Share in our learning...Year 1 Spring 1





Laika by Owen Davey

English



Writing:

We will be using our class text to focus on the following targets in our grammar and writing:

- Compose a sentence orally before writing it •
- Combine words to make sentences
- Sequence sentences to form short narratives ٠
- Leave spaces between words •
- Discuss what they have written with adults • and peers
- Re-read what they have written to check it makes sense
- Use capital letters for the names of people and the personal pronoun 'l'
- Consistently use capital letters and full stops •
- Join words and clauses using 'and'

Mathematics:

Along with our arithmetic and calculation skills we will be looking at the following areas of the curriculum:

Place Value within 50

Count forwards and backwards within 50 / one more and one less than a given number / sort, count, identify and represent using objects and representations numbers within 50 / use number lines and equal to, more than and less than / read and write numbers within 50 in numerals

Measurement: Length and	Addition and Subtraction
Height	
Compare, describe and	Consolidating knowledge
solve practical problems for	and problem solving
length and height / begin to	
record and measure length	
and height	

Useful websites:

https://www.bbc.co.uk/teach/supermovers/ks1-mathscollection/z6v4scw

https://www.topmarks.co.uk/

Science:



- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies (to run throughout the year)

Scientific Enquiry Challenges Plants



- 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

Useful websites:

https://www.bbc.co.uk/bitesize/topics/zrssgk7 Key Stage 1 Science | KS1 Age 5-7 | Education Quizzes https://www.stem.org.uk/resources/community/co llection/12725/year-1-everyday-materials Scientist/ book:



Physical Education:

Gymnastics

In this unit, the children will learn, develop and apply flight and rotation on the floor and apparatus through focused skill development, thematic warm-ups and games.



History:

Enquiry question How did we learn to fly?

In this unit of work, the children will look at significant people and events in History, with a focus on flight and exploration. Using their historical skills, they will learn about the Wright Brothers and zoom in on significant people like Bessie Coleman and Neil Armstrong.



Art Printing

Artist Link – Henri Matisse

Art:

Our art unit this half term is printing. We will create our own



We will explore the shapes and colours in the work of Henri Matisse and create our own

rubbings using different objects,

tools and materials.

printing blocks to form a

collaborative piece of art based on his work.

Useful websites:

https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse

Dynamics (Seaside)

In this new unit, children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.



Useful websites:

https://www.bbc.co.uk/bitesize/articles/zc2ntrd

Computing:



In this unit of work, the children will think about what internet safety is and how to ensure they stay safe.

Useful websites:

How to be safe online? - BBC Bitesize

Religious Education:

Islam

In this unit of work, the children will explore the key question 'How might beliefs about creation affect the way people treat the world?'



Music:

Belonging to a Community



We will learn about rules and why they are important in a community. Through stories and discussions, we will explore right and wrong choices and talk about how we are responsible for our actions.

Useful websites:

https://anti-bullyingalliance.org.uk/antibullying-week/anti-bullying-week-2021-onekind-word

Languages:



By the end of this unit, the children should be able to:

Recognise, recall and remember up to 7 places from

the town in Spanish.

- Attempt to spell some of these nouns with their correct indefinite article/determiner.
- Attempt to build a sentence using the
- structure 'hay' (there is) plus the noun and the correct indefinite
- article/determiner. •

PSHE: