

Year 1 Spring Term 2 2020 - Parent Overview
“Around My School”

Week beginning	24th February	2 nd March	9 th March	16 th March	23 rd March
Main focus	Making Maps	Around Our School	Our Local Area	Cornwall and the UK	Easter
Show and Tell	Phonics fun	Where do you live?	UK countries and flags	Easter maths	How do we celebrate Easter?
Events	25 February-Shrove Tuesday- making pancakes	5 March- Cornish Book Day	13 March- Non School Uniform-Easter Bingo 11 March - Playing Place Walk	16 M-18 March- Parent Teacher Meetings 19 March- Visit Kea Church	27 March – Last day of Term

Key learning	Maths (See separate maths overview for ways to support your child with their maths)	Literacy	Science	Topic	PE
	<p>KIRFS- Addition and subtraction facts to 10</p> <p>Addition and Subtraction Finding the difference between 2 numbers Comparing addition and subtractions using < ></p> <p>Numbers to 20 Counting and writing numbers to 20 Place value-Tens and ones Counting 1 more/1 less-numbers 0-20 Comparing numbers of objects 0-20</p> <p>Position and Direction Describing turns- $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ Left and right turns Describing positions-left, right, above, below behind, in front of.</p>	<p>Reading: decode green words, recognise red words. Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language read so far. Identify repeated patterns in stories with predictable patterns. Read a range of books using predictable patterns and language Read a range of “senses poetry”.</p> <p>Grammar: Reread their own writing and check that it makes sense. Use capital letters for the personal pronoun “I”, for names and for the first word in a sentence. Finish a sentence with a full stop, question mark or exclamation mark. Use “and, but, so, because” to join 2 simple sentences. Use time conjunctions-First, Next, Then, After that, Finally.</p> <p>Spelling: Spell words containing the phonemes learned so far. Spell Red Words learned so far. Use personal spelling card to check Y1 HF words</p> <p>Handwriting Diagonal joins, no ascenders- <i>in, im, cr, tr, dr</i></p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees around the school.</p> <p>Study plant structure and parts. Identify parts of a plant. Learn about the life cycle of a plant including “pollination”.</p> <p>Question, Investigate and discover what plants need to be able to grow well- “The Cress Experiment”</p> <p>Plant and care for insect friendly flowers in our balcony plant pots applying “pollination” facts learned so far. Plant seed potatoes, watching them germinate indoors and then planting outside when seed potatoes are ready. Keep a potato diary to record growth and changes</p>	<p>Geography Create a simple map based on desert island maps-show physical and human features</p> <p>Describe some physical features, such as a beach, a mountain and a cliff-observe hills, valleys locally and use photos of local beaches and coastal locations</p> <p>Observe things/places in the local area and record them. Describe some human features, such as a city, a farm and a house.- walk to playing Place , following a map and observe, identify and name physical and human features.</p> <p>Use locational and directional language such as near, far, left and right to describe Playing Place route and route’s around school using their simple maps.</p> <p>RE-Easter I can retell stories from Christianity- Listen to the</p>	<p>Dance- Room on the Broom- Reaching high and sinking low, curved pathways Gestures depicting character. Travelling, turning and searching on different levels, building to a linked sequence individually, in pairs and as a class.</p> <p>Games Ball skills: Sending and receiving, kick and stop. Development of agility, balance and coordination skills</p>

		<p>Sentence Types 2A, Compound. Simile Identify nouns and adjectives.</p> <p>Writing Stories with predictable patterns- "We're \Going on a Bear Hunt"-Imitate, innovate and invent their own ideas using predictable patterns and language-We're Going on a ...Hunt" based around our local environment.</p> <p>Poetry using the senses- Use our senses to collect spring vocabulary to create Spring senses poetry using noun, adjective and simile structures.</p>		<p>Bible stories about Lent and Easter I can describe some religious festivals-Visit Kea Church to find out how Christians celebrate Easter I can name some religious symbols- look for Christian symbols around the church- lamb, crucifix I can say what I enjoyed in a religious story-Express likes/ dislikes about the Easter story</p>	
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	<p>Music</p> <p>Read the rhythm- Introduce notation for word rhythms- "This Old Man"</p> <p>Begin to improvise their own rhythm patterns using "Clap and Wiggle" score.</p> <p>Beat notation-Introduce a beat notation using "Dragon Beats" Improvise and create a beat accompaniment and notate for others to follow.</p> <p>Pitch- High and low sounds and voices- explore through music and songs- "5 little froggies", "Goldilocks and the 3 bears", Miss Mary Mac Mac Mac"</p> <p>Singing- Introducing 2 part rounds- Frere Jaques, Hot Cross Buns, "How Do We Get To School?"</p>	<p>Art Drawing</p> <p>Pencil drawings and watercolour – Patterns and sketch effects with their pencil- dark, light, soft , hard, lines, curves. (MTYT)</p> <p>Use different techniques to create patterns using a pencil only at first.</p> <p>Use different media to draw with- chalk, pastels, erasers, crayons- explore by creating patterns with the media</p> <p>Close observational drawing skills – daffodils and spring flowers Learn how to use watercolours and water colour pencils to add colour and depth to flowers.</p> <p>Perspective- Landscape drawings – smaller in the distance.</p>	<p>DT-Sewing binca book marks</p> <p>Developing, planning and communicating ideas. Plan design for their bookmark- consider thread colours and stitches.</p> <p>Working with tools, equipment, materials and components to make quality products Learn how to thread a needle. Learn running stitch and over stitch. Learn how to "finish off" with a knot.</p> <p>Evaluating processes and products Partner evaluations- evaluate suitability for purpose and aesthetic value. Assess regularity of stitching, neatness of starting and finishing of each row.</p>	<p>P.S.H.E.</p> <p>I can identify and name some feelings and express some of my positive qualities, and can manage these feelings effectively.</p> <p>I can recognise the effect of my behaviour on other people, and can cooperate with others</p> <p>I can listen to others people's views; playing and work co-operatively, and offering constructive support to my friends</p> <p>I can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>I can show resilience, determination and stamina in my learning, accepting that we learn when we recognise and understand our mistakes</p>	<p>Computing Learning to logon and log off the computer</p> <p>Introduction to learning to type</p> <p>iPads Espresso- as a learning resource- explore pictures of Grace Darling, Boudicca.</p> <p>Learn how to create the first part of a Boudicca iMovie to present to KS2</p> <p>Let's do Maths- order numbers forwards and backwards. Number bonds to 10</p>
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