



Year 1 –Spring 2 – The UK

English

Key Texts: The Lion Inside

Writing Genres: description, diary entry, alternative story, Poetry – shape poems linked to safari animals

N/C OBJECTIVES

Pupils will be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Spelling Grammar and Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learn how to add suffixes to words: ed, ing, est and er

Handwriting

N/C OBJECTIVES

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Spellings

Year 1 common exception words

RWI spellings
(Differentiated)

Coding – Purple Mash Unit 1.7

...To create unambiguous instructions like those required by a computer. To build one and two-step instructions using the printable code cards. To introduce 2Code. Use the 2Code program to create a simple program.

...Use Design Mode to add and change backgrounds and characters. They will use the Properties table to change the look of the objects. Use the Properties table to change the look of the objects.

...To design a scene for a program. To use code blocks to make the characters move automatically when the green Play button is clicked. To add an additional character who moves when clicked

N/C Objectives:

...understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.

...create and debug simple programs.

use logical reasoning to predict the behaviour of simple programs.

As artists we will...

Study the work of Kadir Munnif to learn the skills of printing.

N/C Objectives:

- Use drawing, painting and sculpture
- Use a range of materials creatively to design and make products
- Develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Reading

N/C OBJECTIVES:

Reading: word reading

Covered in RWI sessions (differentiated dependent on groupings).

Reading: reading comprehension

Covered in RWI sessions (differentiated), English sessions, across the wider curriculum and in story time – using the Year 1 key text library

The UK



PSHE

Jigsaw unit – Healthy Me

We will be learning how we can keep ourselves healthy such as eating a balanced diet, washing our hands and getting enough sleep. We will learn how medicine can help us feel better but we must be careful with it and use it properly under adult



supervisi

As geographers we will...

be learning the names and locations of the UK's countries, capital cities and surrounding seas. We will be considering human and physical features and looking at the countryside and the differences and similarities between that and a town like Halifax. We will be identifying and describing the weather associated with the four seasons and the UK and also using aerial images to recognise basic human and physical features.

N/C Objectives:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents studied at this key stage
- Use simple compass directions (North, South, East, West) and locational and directional language [for example, near, far; left, right], to describe the location of features and routes on a map
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Maths

Finalise study of place value to 20

N/C OBJECTIVES:

...count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ...count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ... given a number, identify one more and one less ... identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ... read and write numbers from 1 to 20 in numerals and words.

Start addition and of numbers to 20

N/C OBJECTIVES:

read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ... represent and use number bonds and related subtraction facts within 20 ... add and subtract one-digit and two-digit numbers to 20, including zero ... solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.

Science – Animals Including Humans

As Scientists we will continue our topic of Animals Including Humans by learning about carnivores, herbivores and omnivores. We will learn to name parts of the human body and understand which sense is linked with which body part.

N/C KS1 OBJECTIVES:

- 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.

Working Scientifically

-By identifying and classifying animals into their groups and by what they eat.

As Musicians we will...

Listen to and appraise the song 'What shall we do?' from the Jack and the beanstalk story.

NC Objectives:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high quality

Wider Experiences

Manor Heath Park – Linked to Seasonal Changes

RE- 1.4- Children can explain a way in which they care for another person.

N/C OBJECTIVES:

Calderdale agreed syllabus.

1.4 Children can explain why it is important to care for others. Learn ways in which Christians and Muslims care for others through stories.