



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
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# Swords and Sandals

Year Group: Year 1                      Teacher: Miss Jennings                      Spring Term 2

English	Maths
<p><b>Phonics:</b> The children will take part in a daily ‘Essential Letters and Sounds’ Phonics lesson. The aim of which is to enable them to become competent readers and writers. The children will be taking part in lots of application work this term. This will ensure they are not only able to identify sounds isolation but will be able to recognise them within words. We will also take part in regular reading of real and pseudo words in preparation for the Year one phonics screening.</p> <p><b>Reading</b> The children will access a wide range of stories throughout the school week, being read to twice a day by one of their teachers, as well as having regular access to the class reading corner. They will have 1:1 reading with an adult on a weekly basis. During this time, we will develop their reading fluency and comprehension skills.</p> <p><b>Writing:</b> To plan what they intend to write To write in both the present and past tense To proof read and edit text To write for a form of purposes. For example, persuasion, sharing of information etc. To explore poetic writing To use Subordination (when, if, that, because) and co-ordination (using or, and, but) To use expanded noun phrases for description and specification (stunning, swirling fish) To use a range of sentence types (statement, command, exclamation and question) To use capital letters, full stops, question marks and exclamation marks to demarcate sentences To begin to use commas to separate items in a list To begin to use apostrophes to mark where letters are missing in spelling and to mark possession</p> <p><b>Home learning:</b> -Read the children’s reading book 3 x each week -Share their library book several times each week. Discussing characters, storyline, illustrations and predicting the ending. To practise writing their spellings within sentence at least once a week.</p>	<p>Place Value to 50: -To count from 20 to 50 -To count in tens to 50 -To count by making groups of 10 -To group tens and ones -To partition into tens and ones -To use the number line to 50 -To estimate on a number line to 50</p> <p>Addition and Subtraction to 20: -To add by counting on to 20 -To add ones using number bond -To find and make number bonds to 20 -To explore and identify doubles -To use and understand near doubles -To subtract ones using number bonds -To count back when subtracting -To find the difference when subtracting -To use related facts -To solve missing number problems</p> <p><b>Home learning:</b> -To make number posters. How many different ways can you show 21? Tally, tens frames, tens and ones, numerals -To use everyday objects to add and subtract to 20 and beyond -To practise jumping both back and fourth on a number line -Practise 2’s and 10’s on TTRS -To complete weekly maths homework related to the work completed in school.</p>

Topic: History and Geography	Science
<p><b>Geography: Seasons</b> <b>What are seasons?</b></p> <p>Can we observe the weather? What have we observed about the weather? Why does the weather change? What are the seasons? What can we find out about the weather in different parts of the country? What changes occur through the seasons, and how are they shown on maps?</p>	<p><b>Exploring Everyday Materials 2 (1)</b></p> <p>Build a structure strong enough to withstand wind Build a waterproof structure Understand the properties of glass and its uses Understand that materials are used to create a variety of furniture Explore a variety of fabrics and understand their different properties Explain the uses of materials and why they are suitable</p>

RE	PSHE
<p><b>Why does Easter matter to Christians? (Salvation)</b></p> <p><b>Make sense of belief:</b> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <b>Understand the impact:</b> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <b>Make connections:</b> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	<p><b>Relationships and Sex Education</b></p> <p>To recognise the main external parts of the bodies of humans, including names for sexual parts. To describe what their bodies can do. To understand that they have responsibility for their body's actions and that their body belongs to them To know how to keep themselves clean. To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. To understand what they have learned and be able to share it with others.</p>

Expressive Arts	ICT
<p><b>Design and Technology – Textiles – Puppets</b></p> <p>To join Fabrics using pins, clips and staples To design my puppet To make and join my puppet To decorate my puppet</p>	<p><b>Creating Media – Digital Photography</b></p> <p>To recognise what devices can be used to take photographs To talk about how to take a photograph To explain what I did to capture a digital photo To explain the process of taking a good photograph To take photos in both landscape and portrait format To identify what is wrong with a photograph To explore the effect that light has on a photo To recognise that images can be changed</p>

PE	Music
<p><b>Badminton</b>  Move into a space  To control your body when and equipment when throwing, running and jumping  To land safely when jumping  To run and jump on the balls of your feet  To show the correct pull throw technique  To compete against yourself and others</p> <p><b>Football</b>  To move into a space  To move with a ball  To roll, kick and carry a ball  To stop a ball using your feet  To move towards a goal to defend it  To compete against others trying to score</p>	<p><b>Unit 4 – Pitch</b>  Demonstrate increased understanding and use of basic musical features as appropriate to a specific music content (E.g getting louder, softer, higher, lower, faster, slower, describe how sounds are made, combined, etc. and name common classroom instruments.</p>
	<p><b>Personal Development</b></p>
	<p>Veg Power – Eat more veg whole school competition.</p> <p>Red Nose Day</p> <p>Mother’s day</p> <p>World Book Day</p> <p>NSPCC</p>