

Year 1 Spring Term Curriculum Long Term Planning 2019-2020

	To Infinity and Beyond!	Authors and Artists from Around the World
Literacy	<p>Children will consolidate Phase 5 sounds taught in the Autumn term. Children will apply this knowledge as a route to decode words and read simple sentences. They will continue to develop their own pleasure in reading with lots of opportunities to listen to and discuss a range of stories and non-fiction. Children will be encouraged to link what they read or hear to their own experiences.</p> <p>Children will take part in whole class guided reading sessions drawing on what they already know, on background information and vocabulary provided by the teacher. They will begin to make inferences on what is being said and done. Children will learn to make predictions and explain their understanding of what is read to them. Some books to be used in class include: Flood, Beegu and The Darkest Dark. Children will continue to work on sentence structure practising the correct use of full stops, capital letters, question marks and exclamation marks. They will compose their sentences orally before writing it. Children will discuss what they have written with the teacher or other children in their class. They will continue to use the 'Mighty Writer' resource in class to write instructions for preparing for a flight into space, diary entries as their role as an astronaut, and reports about famous astronauts, including Neil Armstrong and Tim Peake. Children will also write postcards from space and send questions to Tim Peake. These written activities will provide children with the opportunity to sequence sentences to form short narratives. Children will practice writing from memory simple sentences dictated by the teacher. Through daily handwriting practice children will learn to sit correctly at a table, hold a pencil comfortably and correctly. They will continue to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, and form digits 0-9. Children will continue to understand which letters belong to which handwriting 'families'. When children are forming letters correctly they will begin to join digraphs and trigraphs within words.</p>	<p>Children will learn the alternative pronunciations for the following letters: i, o, c, g, u, ow, ie, ea, er, ch, a, y, ou, e, ey, and apply this knowledge as a route to decode words and read simple sentences. They will continue to develop their own pleasure in reading with lots of opportunities to listen to and discussing a range of stories and non-fiction. Children will be encouraged to link what they read or hear to their own experiences. Children will take part in whole class guided reading sessions drawing on what they already know, on background information and vocabulary provided by the teacher. They will begin to make inferences on what is being said and done and ask and answer questions about the text. Some books to be used in class include; The Secret Sky Garden</p> <p>Children will practise extending sentences by using joining words and clauses, including and, but. Children will know what an adjective is and how they are used in their writing. They will continue to sequence sentences and begin to develop a stamina for writing. Children will apply this knowledge to their independent writing which will include fact files, stories and character descriptions. Children will practice writing from memory simple sentences dictated by the teacher.</p> <p>Through daily handwriting practice children will learn to sit correctly at a table, hold a pencil comfortably and correctly. They will continue to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, and form digits 0-9. Children will continue to understand which letters belong to which handwriting 'families'. When children are forming letters correctly they will begin to join digraphs and trigraphs within words.</p>
Maths	<p>Children will recall prior learning of addition and subtraction within 10 and now use numbers within 20. They will find and make number bonds to assist with adding on and add by making 10. Children will learn to subtract within 10 and crossing 10 and then use related facts to help with mental and written addition and subtraction. Then children will also compare number facts and count, read and write forwards and backwards from any number 0 to 50, including counting one more and one less.</p> <p>Children will learn to order and compare different numbers, along with learning how to partition numbers and look at how many Tens and Ones there are. Then children will also count in 2s and 5s. Children will then consolidate all prior learning and recap daily fluency skills.</p>	<p>Children will Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short). They will compare length and height and also measure length in non-standard and standard units of measure. Children will compare, describe and solve practical problems for mass/weight (heavy/light, heavier than, lighter than). They will learn about capacity and volume (full/empty, more than, less than, half, half full, quarter]. The children will learn to measure capacity in non-standard units. Then children will consolidate all prior learning and recap daily fluency skills.</p>
Science	<p><u>Animals including humans</u> Children will learn to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense. Question - Remember when we compared, sorted and grouped different materials? Children will use this knowledge to design a spacesuit to protect the human body parts and not inhibit the senses. <u>Seasonal Changes</u> Winter - observe changes across the four seasons. Children will observe and describe the weather noticing how the length of the days change.</p>	<p><u>Seasonal Changes</u> Winter - observe changes across the four seasons, children will observe and describe the weather noticing how the length of the days change.</p>
Geography	<p>Ongoing throughout the year – Children will learn to ask and answer questions about the weather and the seasons, making observations and recording simple information. They will also learn to use vocabulary of key human and physical features.</p>	<p>Question – Remember when we used maps, atlases and globes to compare England with Australia? Children will now use maps and atlases to name, locate and identify characteristics of the four countries making up the British Isles and name and locate their capital cities.</p> <p>Ongoing throughout the year – Children will learn to ask and answer questions about the weather and the seasons, making observations and recording simple information. They will also learn to use vocabulary of key human and physical features. Children will identify seasonal and daily weather patterns in the UK and identify the locations of hot of hot and cold areas within the world.</p>
History	<p>Children will learn to recount the lives of someone famous from the past e.g. Neil Armstrong, Tim Peake, Christopher Columbus etc.</p> <p>Children will learn how these famous people fit within a chronological framework (three events). Children will carry out research to find out interesting facts about him/her. They will ask and answer questions and learn about events beyond their living memory e.g. The Moon Landing.</p> <p>Ongoing throughout the year – Children will use a wide range of historical language e.g. old, new, a long time ago, past, present, future, days, weeks, months, years, decades, centuries, British Empire.</p>	<p>Ongoing throughout the year – Children will use a wide range of historical language e.g. old, new, a long time ago, past, present, future, days, weeks, months, years, decades, centuries, British Empire.</p>
D.T	N/A this half term	<p>Children will use the patterned fabric created in their art lesson to make their own functional and appealing product e.g. bag or pencil case.</p> <p>They will use joining techniques and textiles to create their finished product.</p>
Art & Design	<p>Children will learn about the work and styles of a range of artists e.g. Peter Thorpe. They will use his abstract style to create their own space themed art work.</p> <p>Children will learn how to mix primary colours to make secondary colours using the colour triangle. Children will use different size brushes and colour mixing skills to paint rockets or planets within the solar system.</p>	<p>Children will explore pattern in the work of William Morris and compare this to the recent work of Damien Hirst. They will explore printing onto fabric to create patterns and build up a repeating pattern inspired by these artists.</p>
ICT	<p>Children will recognise common uses of technology beyond school. They will learn to use technology to create content, save and reopen work on a digital device.</p>	<p>Children will learn how to use a mouse and a trackpad to effectively navigate websites.</p>
Music	<p>Question – Remember when we learnt about pitch, high/low, higher/lower and dynamics, loud/quiet, louder/quieter?</p> <p>Children will learn to identify changes in music e.g. tempo, fast/slow, faster/slower.</p> <p>Children will listen to a range of music asking and answering questions about pitch, dynamics and tempo. Children will sing short songs in groups starting from a given pitch. Children will be able to change the dynamics and tempo of their songs.</p>	<p>Children will learn to recognise and identify six untuned percussion instruments e.g. tambour, tambourine, maracas, triangle, wood blocks and quiro.</p> <p>Children will learn to play untuned percussion instruments musically taking account of the timbre (quality) of the sounds made. They will also learn to improvise a four beat rhythm.</p>
P.E	<p>Gymnastics</p> <p>Question – remember when you learnt about basic movements and controlling your bodies in dance. Children will now apply those skills to gymnastics. They will develop balance and agility through various gymnastic movements. Children will be required to explore gymnastics actions and still shapes</p> <ul style="list-style-type: none"> - Move confidently in the space, using changes of speed, level and direction - Perform movement phrases using a range of actions and body parts 	<p>Multi-skills</p> <p>Children will consolidate and build on skills from the Autumn Term. They will recap what they have done before and then start to evaluate and improve these skills whilst participating in team games and developing team tactics. Children will be able to choose skills and effectively use them in a variety of games.</p> <p>They will learn to watch, copy and describe what others are doing.</p>
R.E	<p>Who is Jewish and what do they believe?</p> <p>Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people.</p> <p>Children will talk about how the Mezuzah in the home reminds Jewish people about God. Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home?</p> <p>They will learn about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</p> <p>Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Sukkoth, Chanukah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched Chanukiah links to the story of Chanukah. Children will use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves</p>	<p>Who is Jewish and what do they believe?</p> <p>Question – Remember when we learnt about Jewish beliefs, a Mezuzah and the festival of Sukkoth, children will share what they can remember from last half term.</p> <p>Children will re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.</p> <p>They will ask some questions about believing in God and offer some ideas of their own.</p> <p>Talk about remembering what really matters: how do people make a special time to remember?</p> <p>Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home?</p> <p>Children will use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves</p> <p>Children will make Easter gardens to share with the local community of Filey. These Easter gardens will be displayed in shop windows around Filey for the community to share.</p>

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Learning Outside The Classroom	Year 1 children have the responsibility of caring for the school ducks and shared responsibility for looking after our rabbit. Take part in a Winter walk and collect natural objects based on colour groups. Children will go on a shape hunt around the school grounds. Children will have seven swimming lessons in year one to develop water confidence and swimming skills.	Year 1 children have the responsibility of caring for the school ducks and shared responsibility for looking after our rabbit. Take part in a Spring walk and collect leaves/plants etc. that could be used for printing during art lessons. Children will experience some orienteering activities and learn to follow simple maps. Visit the Filey Library. Children will hatch ducklings and learn about the life cycle. Children will have seven swimming lessons in year one to develop water confidence and swimming skills.
Extra-Curricular Activities	Family Reading Club – Monday 2.45pm-3.45pm Pupil Premium Cookery Club – Mondays 'Sparklers' Church Group – Monday Lunchtime Mindfulness Club – Wednesday Lunchtime Singing Club - Wednesday 3.05pm-3.45pm Board Games Club – Thursday Lunchtime	Family Reading Club – Monday 2.45pm-3.45pm Pupil Premium Cookery Club – Mondays 'Sparklers' Church Group – Monday Lunchtime Mindfulness Club – Wednesday Lunchtime Singing Club - Wednesday 3.05pm-3.45pm Board Games Club – Thursday Lunchtime PE Club – Thursday 3.05pm-4pm
Enterprise	Moon Landing Competition.	Art exhibition.
Key Vocabulary	<p><u>Literacy</u> – blend, sounds, decode, fiction, non-fiction, title, events, prediction, story maps, sentences, full stops, capital letters, question marks, exclamation marks, postcards, stories, letters, diary entries, direction, capital letters, digits 0-9, handwriting 'families'.</p> <p><u>Maths</u> – addition, subtraction, number bonds, related facts, compare, count, forwards, backwards, one more, one less, partition, tens, ones, 2s, 5s.</p> <p><u>Science</u> – body, hand, arm, head, neck, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, senses, hearing, sight, smell, taste, touch</p> <p>Seasonal changes (ongoing throughout the year) – season, Spring, Summer, Autumn, Winter, weather, rain, sunny, cloudy, windy, foggy, snow, hail, sleet, day length etc.</p> <p><u>Geography</u> – beach, cliff, sea, soil, season, town, village, mountains, rivers, lakes, maps, atlases, globes, weather, pattern, season, hot, cold, rain, sun, hail, snow, wind, fog, cloud, storm</p> <p><u>History</u> – Niel Armstrong, Tim Peake, Christopher Columbus, chronological time line, old, new, a long time ago, past, present, future, days, weeks, months, years, decades, centuries, British Empire</p> <p><u>D.T</u> –</p> <p><u>Art & Design</u> – primary colours, secondary colours, outline, line, colour mixing, size, thick, thin, shape, brush mark</p> <p><u>ICT</u> - common uses, technology, save, reopen.</p> <p><u>Music</u> – tempo, fast, slow, faster, slower, pitch, high, low, higher, lower</p> <p><u>P.E.</u> – travel, balance, jump, towards, away, pattern, sequence, link</p> <p><u>R.E</u> – Jewish, beliefs, God, Shema, creator, mezuzah, Shabbat, celebration, remembrance, Sukkoth, menorah, artefacts.</p>	<p><u>Literacy</u> - blend, sounds, decode, alternative pronunciations, fiction, non-fiction, title, events, prediction, story maps, sentences, full stops, capital letters, question marks, exclamation marks, adjectives, postcards, stories, letters, diary entries, direction, capital letters, digits 0-9, handwriting 'families'.</p> <p><u>Maths</u> – length, height, long, short, longer, shorter, tall, short, measure, non-standard, standard, compare, weight. (heavy/light, heavier than, lighter than). They will learn about capacity and volume (full/empty, more than, less than, half, half full, quarter]. The children will learn to measure capacity in non-standard units. Then children will consolidate all prior learning and recap daily fluency skills.</p> <p><u>Science</u> – seasons, Spring, Summer, Autumn, Winter, days, weeks, months, years, decades, centuries, weather, rain, wind, sleet, hail, snow, sun, cloudy, fog, day length, longer, shorter, day, night, shadows</p> <p>Seasonal changes (ongoing throughout the year) – season, Spring, Summer, Autumn, Winter, weather, rain, sunny, cloudy, windy, foggy, snow, hail, sleet, day, length etc.</p> <p><u>Geography</u> – 7 continents, Europe, Asia, Africa, North America, South America, Antarctica, Australia</p> <p><u>History</u> - Niel Armstrong, Tim Peake, Christopher Columbus, chronological time line, old, new, a long time ago, past, present, future, days, weeks, months, years, decades, centuries, British Empire</p> <p><u>D.T</u> – Textiles, join, sew, stitch, needle</p> <p><u>Art & Design</u> – pattern, printing, repeating, shape, straight, curved</p> <p><u>ICT</u> – mouse, trackpad, websites.</p> <p><u>Music</u> – tambour, tambourine, maracas, triangle, wood blocks, quiro, timbre, beat, rhythm</p> <p><u>P.E.</u> – multi-skills, evaluate, improve, team games, tactics, skills, control, strike, space</p> <p><u>R.E</u> – Jewish, beliefs, God, Shema, creator, mezuzah, Shabbat, celebration, remembrance, Sukkoth, menorah, artefacts, Easter, cross.</p>

Year 1 children have homework books with an activity set each Friday.
The activities will give children the opportunity to consolidate their learning.

Children will also have regular reading books to share at home and key words to practice.
All children are allocated books and phonic games through the internet using 'Reading Bug'.