

The Half Term Ahead

Year 1: Spring 1

Earth Charter links: Interconnected
Big Question: What is the country we live in like?

Launch Event: Video messages from around the UK
Visits, visitors & trips
Finale Event: Culture Day

Key dates	Home Learning Expectations						
<ul style="list-style-type: none"> 13th and 15th January – Parents Evenings 29th January – RE day 5th February – Calculations Maths workshop 12th February – Culture Day 	<p>Reading every day: the power of 1:1 reading The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p>Tasks/activities in addition to reading at home daily:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th>Activity</th> <th>Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>3x 10min sessions a week</td> </tr> <tr> <td>Spellings</td> <td>Y1: Around 10 minutes a week of Phonics practice</td> </tr> </tbody> </table> <p>Home Learning cycle: standardised deadlines</p> <ul style="list-style-type: none"> ⇒ The phonics homework will be sent home on a Friday, in the paper folder provided ⇒ All homework is due to be completed by Thursday morning of the next week. <p>The orange book can be used for any additional activities the children would like to do and can be brought into school to be shared with the class. It can also be used for Reach for the Stars activities.</p>	Activity	Expectation	Doodle Maths	3x 10min sessions a week	Spellings	Y1: Around 10 minutes a week of Phonics practice
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Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')

- ⇒ Challenge 1: Design a poster showing what you'd like to be when you grow up. Include information about the things you would do in that job. Would you need a special uniform?
- ⇒ Challenge 2: Go on a scavenger hunt around your home to find different objects. Draw some of the object naming them and saying what they are made of. Can you also explain the properties of the object for example is it hard/soft/rough/smooth/dull or shiny. We look forward to seeing your what you find!
- ⇒ Challenge 3 Here are some examples of compound words **football**, **handbag**, **bedroom**. These are made up of two proper words to make a new word. Can you write the word and draw pictures to illustrate eg: draw a **cup** then a **cake**, then a **cupcake**
- ⇒ Challenge 4 We are lucky to live near the coast. Three famous local places along the coast are Durdle Door, Old Harry Rocks and Lulworth Cove. Recreate a piece of artwork based on one of these locations. Use the internet to find a photograph of these places or maybe visit them with family/friends



Curriculum Overview

Year 1	Autumn 1
Reading: Key Text	Olivers Vegetables – Alison Bartlett, Katie in London – James Mayhew, Snail and the Whale - Julia Donaldson To give / explain the meaning of words. To retrieve and record information. To summarise main ideas
Writing & Grammar	Developing Narrative Structure: Stanley’s Stick – John Hegley Recognising verbs Narrative structure Sentence structure and punctuation Planning, drafting, editing and publishing Writing to Inform: Look Up! – Nathan Byron Recognising nouns/adjectives and verbs Language and structure of a text Join words and clauses using 'and' Using a question mark Planning, drafting, editing and publishing Developing Punctuation: Traction Man is Here – Mini Grey Punctuate sentences with an exclamation mark Understand language and structure of a text Use capital letter for names and personal pronoun Poetry Link Daydreams and Jellybeans - Alex Wharton & Katy Riddell Orally rehearse sentences Understand language and structure of a text Draft, revise, publish and perform Cross-curricular / Additional writing opportunities: – links to topics/Science
Spelling	Revision of digraphs and vowel digraph from Autumn term: ay, ou, ie, ea, nk, oy, ir, ue, ph, aw, wh, ew, oe, au, ey, a-e, e-e, i-e, ooe, u-e Revision of trigraph: tch. Revision of common exception word and introduction of new ones. Compound words.
Maths	Number Place Value within 20 Count within 20 10 and a bit structure for teen numbers Count on and back within 20 using number tracks Understand 10 Subitise 10 Understand 11, 12 and 13 (words, numerals, representations) Understand 14, 15 and 16 (words, numerals, representations) Understand 17, 18 and 19 (words, numerals, representations) Understand 20 (words, numerals, representations) 1 more and 1 less within 20 (number tracks and objects) Number line to 20 Using a number line to 20 Number Addition and subtraction within 20 Add by counting on within 20 Adding ones using number bonds Find and make number bonds to 20 Doubles Pair wise patterns Subtract ones using number bonds Subtract by counting back Find the difference Related addition and subtraction facts
Science	Everyday materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.
RE	Christianity and Judaism Who made the world? Religious text as origin of story of Creation The Creator, God. Stewardship – looking after the world The Fall – the first sin.
PSHE	Dreams and Goals Never giving up Perseverance Setting goals Dealing with obstacles Flight to the future
PE	Outdoor: Sending and receiving Indoor: Dance
Computing	Digital painting:



	Developing an understanding of a range of tools used for digital painting To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper
Humanities	History: Where we are. Locating our local area in the UK Identifying the four capital cities of the UK Urban areas of the UK Rural areas of the UK Coastal areas of the UK Identifying some key human and physical geographical features Comparing locations in the UK
Art & DT	Art: Paper Sculpture Drawing with purpose Pattern with pens Charles McGee Creating a 3D sculpture Shape, space and Tone I am a sculptor
Music	Note values - Writing in notation a simple rhythm related to their project

