Geography – Animals around the world.

What is it like where emperor penguins live?

What is it like where Asian pandas live?

What is it like where the whale sharks live?

What is it like where the African elephants live?

What is it like where swallows live?

Who lives in my ‘place in a box?’

NC Links

Name and locate the world’s seven continents and five oceans

Use world maps, atlases and globes to identify countries, continents and oceans

Use simple fieldwork and observational skils.

**Science – Polar Adventures**

To name animals that are birds, fish and mammals

To name common animals that are carnivores, herbivores and omnivores

To describe and compare different common animals

To describe the properties of everyday materials that are transparent, translucent, opaque, waterproof and flexible

To compare and group materials that are transparent, translucent, opaque, waterproof, and flexible.

To ask questions and recognise that they can be answered in different ways observing closely, eg Ice activities

To perform simple tests

To identify and classify different materials and animals

To use their observations and ideas to suggest answers to questions.

**Music (G. Naylor)**

Year 1

Animals Around the World?



Trips/Visits

Blue Planet and Chester Zoo

**PE** Gymnastics - Developing balance, agility and co-ordination, and begin to apply these in a range of activities

Dance -

**Computing**

**iAlgorithm -** Algorithms are a set of instructions that can be followed in order to complete a task.

* Ifollow
* iIsilly
* Isay
* Imodel
* icompose

PSHE

Dreams and Goals

RE Why was Jesus a good friend?

Christians believe that Jesus is a good friend to them, but how did Jesus show this friendship and was it always easy?

When was it easiest for Jesus to show friendship and why?

When was it hardest for Jesus to show friendship and why?

**DT- Textiles/Puppets**

* design purposeful, functional, appealing products
* generate, develop, model and communicate their ideas through talking, drawing, templates,
* select from and use a range of tools and equipment to perform practical tasks
* Select from and use a wide range of materials
* explore and evaluate a range of existing products .

English Zeraffa Giraffa

|  |
| --- |
| Writing Outcomes Oral stories • ‘Tell Me’ responses • Letter writing • Character description • Poetry • Lyrics • Labels and explanations • Writing in role • Persuasive advert • Debate paragraph • Retelling from a different perspective. |

Reading: Reading (Comprehension): • listen to, discuss and express views about books at a level beyond that which they can read independently; • discuss the significance of the title and events; • link what they hear or read to own experiences; • explain understanding of what is read; • discuss the sequence of events in books and how items of information are related; • discuss favourite words and phrases; • answer and ask questions; • predict what might happen on the basis of what has been read; • draw inferences on the basis of what is being said and done; • participate in discussion about what is read, taking turns and listening to others; • express views about reading.

Writing: (Transcription / Composition) draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; • sequence sentences to form short narratives; • write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; • reread and evaluate writing to check it makes sense and make simple revisions; • read writing aloud with appropriate intonation to make the meaning clear; • use new and familiar punctuation correctly; • use sentences in different forms; • expand noun phrases to describe and specify; • use past and present tense correctly and consistently; • use simple conjunctions to link subordinate and coordinating clauses

Speaking and Listening: listen and respond appropriately to adults and peers; ask relevant questions to extend knowledge and understanding; • consider and evaluate viewpoints, attending to and building on the contributions of others; • participate in discussions, performances, role play, improvisations and debate about what has been read; • use spoken language to develop understanding through imagining and exploring ideas.

Maths

* To know and use all number bonds to 10
* recognise and know the value of different denominations of coins and notes
* Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.
* They make connections between arrays, number patterns, and counting in twos, fives and tens.
* solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
* recognise and use language relating to dates, including days of the week, weeks, months and years