**Geography**

• 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 skills.

We will focus on Africa and Antarctica.

We will understand the climate of each, which animals live there and why and compare the two continents.

**Music**

Specialist Teacher

**PSHE**

Healthy Me

**RE**

Why do we celebrate and remember Palm Sunday (PPA)

**Trips/Visits**

Online – Skype to African school

Year 1

Spring 2



Science –

NC links

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

* asking simple questions and recognising that they can be answered in different ways
* observing closely, using simple equipment
* performing simple tests
* identifying and classifying
* using their observations and ideas to suggest answers to questions
* gathering and recording data to help in answering questions.

**Tennis**

Extend co-ordination for hitting.  
Participate in simple sending and receiving games.  
Score points through sending balls using hitting skills to correct areas.

**Computing**

MGL Sessions

Using Minecraft Education to build

* 3D Shapes
* Animals
* Zoo

To control characters to move using directional language

**DT**

To research, design, make and evaluate own puppet.

To investigate joining techniques

To use ‘sewing’ as an appropriate tool for joining material

English

|  |
| --- |
| * 3 weeks Lost and Found/2 weeks One day on our Blue Planet * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * develop pleasure in reading, motivation to read, vocabulary and understanding by:   + listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently   + being encouraged to link what they read or hear to their own experiences   + becoming very familiar with key stories and considering their particular characteristics * understand both the books they can already read accurately and fluently and those they listen to by:   + making inferences on the basis of what is being said and done   + predicting what might happen on the basis of what has been read so far * spell:   + words containing each of the 40+ phonemes already taught   + common exception words   + the days of the week   + using letter names to distinguish between alternative spellings of the same sound * add prefixes and suffixes:   + using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs   + using the prefix un–   + using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] * 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 their writing aloud, clearly enough to be heard by their peers and the teacher |

**Maths**

Year 1

* 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, find and name a half as one of two equal parts of an object, shape or quantity
* recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
* To name common 2D and 3D shapes
* To make and follow a repeating patterns
* To understand daily routine
* To begin to read the time to the o’clock and half past

Year 1