

STAYING ALIVE

We will be continuing with our theme **Animals and Humans** this term. We will be learning all about categorising animals in Science and enjoying the story of Beegu in English. We will also make our very own Dioramas of a chosen habitat in DT.



English

We will be learning to:

- Predict character's feelings
- Respond to texts
- Write simple descriptions
- Role play & hot seating
- Identify verbs within sentences –including (being/having/doing)
- Add suffixes –ing, -ed, -er to verbs.
- Add the prefix un- to change the meaning of verbs and adjectives.

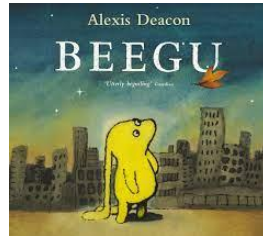
We will be writing:

- Postcards
- A diary entry

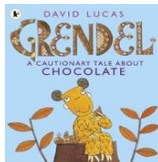
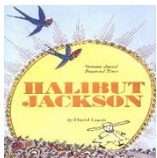
Key texts

Beegu

By Alexis Deacon



In Guided Reading we will explore;



Year 1 Spring Term Two Overview

We are continuing our school year with our science theme - Staying Alive! This term much of our learning will be about healthy lifestyles and lives of animals in different habitats. Our children will be learning facts about healthy living and gaining first hand experiences of life in a variety of places. Learning from across the whole curriculum will link to our main theme.

Mathematics

We will be learning to:

- Partition 17, 18, 19 and 20.
- Find and represent all addition number facts of 17, 18, 19 & 20.
- Find and represent all subtraction number facts of 17, 18, 19 & 20.
- Recognise a half as one of two equal parts of an object or shape
- Recognise a quarter as one of four equal parts of an object or shape
- Find 1/2 and 1/4 of objects
- Find 1/2 and 1/4 of an amount
- Use mathematical language to describe position
- Use mathematical language to describe movement along a straight line
- Use mathematical language to describe a turn, including whole, half turns, quarter turns and three-quarter turns.

Phonics

We will be learning the alternative ways to represent these sounds:

- **Sound:** l like in lip. **Spellings of l:** l ll al el il le ol
- **Sound:** or like in fork. **Spellings of or:** or aw a ar au al
- **Sound:** air like in hair. **Spellings of air:** air are ear ere eir ayer ayor
- **Sound:** ue like in due. **Spellings of ue:** ue ew u u-e
- **Sound:** oi like in soil. **Spellings of oi:** oi oy

Science

Continuing from Spring 1, we are learning about Comparing Animals and The Seasons (Spring)

We will be learning to:

- Identify months and seasons.
- Investigate what Spring is.
- Observe and record the weather.
- Discuss seasonal changes.
- Name and describe the physical features of a range of animals.
- Sort animals into groups based on their similarities and differences.
- Identify characteristics specific to mammals, birds, reptiles, amphibians and fish.
- Recall the diets of carnivores, herbivores and omnivores.

Physical Education

In PE (Throwing and Catching) we will be learning to:

- Move fluently, changing speed and direction easily and avoid collisions
- Develop control and accuracy when throwing underarm
- Develop fluency when catching solo and as a pair
- Understand the concept of tracking a ball and being in line with its trajectory
- Make good choices between types of throw
- Understand the difference between throwing for distance and accuracy
- Copy, watch and describe what others do and how they do it

Religious Education

Key question: Why should we care for the world?

We will be learning to:

- Explain different beliefs about who owns the world.
- Recognise the belief that humans were created last for a reason.
- Recognise why only humans can care for the world.
- Identify the belief that God created humans as stewards over nature through scripture.
- Recognise what some stories about Muhammad tell us about looking after the world.
- Express why stewardship is important to some Muslim people.
- Identify why people who believe in ahimsa may think it is important to look after all living creatures.
- Identify reasons why it is important to care for the world.

Personal Development

Citizenship

- Explain why the class and school rules are important.
- Discuss the different needs of a range of pets.
- Describe some of the needs of babies and young children.
- Recognise some similarities and differences between themselves and others.
- Identify some groups which they belong to.
- Recognise that different individuals belong to different groups.
- Explain why voting is a fair way to make a decision involving a lot of people.

Computing

Using Beebots we are learning to:

- Recognise cause and effect when pressing buttons on a Bee-Bot.
- Discuss and demonstrate how the Bee-Bot works.
- Record video, ensuring everyone is in the shot.
- Give several clear instructions in sequence.
- Program a Bee-Bot to reach a destination
- Identify and correct mistakes in their programming.

Music

We will be learning about Dynamics

- Chant in time with others.
- Make changes to the dynamics (volume) of their voice to represent a character.
- Respond to hand signals when playing an instrument.
- Choose a suitable sound to represent a point in the story.
- Read simple rhythmic patterns comprising one beat sounds and one beat rests.
- Clap or play a rhythmic pattern along with spoken words.
- Play given sound patterns in time with the pulse.
- Follow instructions during a performance.
- Join in with repeated phrases using a character voice.

Design Technology

We are making Dioramas and learning to:

- Identify and investigate a range of simple levers, sliders, flaps and pulleys using picture books.
- Make a lever by joining card strips with paper fasteners. Join simple levers to make linkages to create moving parts.
- Construct a simple slider independently.
- Make simple flaps.
- Construct a simple pulley system with a vertical movement

Art

Continuing on from Spring Term 1, we will be learning to:

PAINTING

- Use thick and thin brushes.
- Know and use the primary colours.

DRAWING

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Include different grades of pencils, charcoal, pastels, chalk etc

Artist: Sam Morris (local artist)

