

Writing

This half term the children will be learning to use capital letters, full stops and exclamation marks, finger spaces, using 'and' to join to sentences together and using the pronoun 'I' in their writing.

Year 1

PENTECOST 2

Maths

Position and direction
Place value within 100
time
money

Reading

Recognising and joining in with predictable phrases.

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Texts

The Three Bears

Should Goldilocks be arrested?

RE

The topic this half term is 'dialogue and Encounter' and the children will be learning about other world faiths and how they link to Christianity. Year 1 will be learning about Judaism.

Science

Plants

- List a variety of common wild and garden plants
- Label the basic structure of a variety of common flowering plants
- Identify similarities and differences between flowering plants
- List a variety of common wild and garden plants.
- Give an overview of the basic structure of a variety of common flowering plants, including trees.

Growing and cooking

- Describe where food comes from
- List what you have planned and grown this year.
- Explain where different foods come from

Seasonal Changes

- Describe changes in Spring including the weather and day length.
- Describe the collection and data recorded about autumn.
- Summarise the main changes in the four seasons

Year 1

PENTECOST 2

Geography

Would you prefer to live in a hot or cold country?

- Locate and label where polar climates, equatorial climates and desert climates are found..
- Define the words 'climate' and 'weather'.
- Investigating the weather and explaining whether they live in a hot or cold place.
- What are the similarities and differences in the physical features of polar, equatorial and desert climates?
- Recognising the features of hot and cold places; locating countries with hot or cold climates on a world map; using climate to justify why they would prefer to live in a particular place.

What is it like to live in Australia?

- Describe the location of Australia, its capital city and oceans which surround it.
- Know key physical features such as Uluru, the outback, GBR.
- Compare and contrast with the UK
- Explain why Uluru is sacred to aboriginal people
- Draw conclusions on how aboriginal people have different lives to European Settlers in Australia?

Computing

Programming animations

- Create a series of commands using programming tools
- Describe the different parts of an algorithm
- Explain how to create a program for a sprite

PE

Sending and receiving

- Describe how to receive the ball with my feet and hands
- Label the changes in my body when I do exercise
- Explain how to catch a ball with some success.
- Compare ways to throw a ball to a partner.

Dance

- Copy, remember and repeat actions
- Explore pathways in dance using counts to move in time.
- Explain choices of appropriate movements using different body parts In isolation and together.

Art

Life in colour

- Name the Primary and secondary colours
- Describe how different textures can be created.
- Contrast different textures in collaged artwork and choose what paper to paint on and which tool to tray and create a specific texture.
- Present ideas about and overall collage and compare different arrangements of materials
- Draw conclusions about their own work by comparing to others and expressing opinions.