

Literacy/ Speaking/ Phonics (Wordsmith Planning)

Non-fiction Unit 1.2 *Why Do Elephants Have Big Ears?*

In this unit, the children explore the big question: *Why do elephants have big ears?* They read the interactive eBook, finding information and learning how to write labels and captions. They answer the big question, planning and writing their own reports based on a model Grammar Sessions

Sequence sentences to make a short narrative; joining words and sentences with 'and'

Highlight the difference between speaking and writing

Explain how the prefix 'un-' changes the meanings of verbs and adjectives (negation or undoing)

**Is our world
beautiful place?
Inquiry question**

Year 1

Books

<https://orsted.com/en/explore/is-this-my-home>

The Journey home, Non fiction texts

Science Materials

To distinguish between an object and the material from which it is made

To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

To describe the simple physical properties of a variety of everyday materials

To compare and group together a variety of everyday materials on the basis of their simple physical properties

Seasonal changes -Winter/ into Spring

Explore changing day length

Working scientifically - Observing closely using simple equipment

Ask and answer simple questions

Geography Focus

Location Knowledge

Name and locate the world's 7 continents and 5 oceans

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

To use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

To begin to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

To begin to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map

To begin to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

To begin to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

<p><u>Mathematics</u> Spring term. White Rose</p> <p>Counting on within 20 Adding ones using number bonds Find and make bonds to 20 Add by making 10 Subtraction not crossing 10 then crossing 10 Compare number sentences Counting and numbers to 50 Tens and ones to 50 One less than one more than Compare and order numbers with in 50 Count in 2s and 5s Length, capacity/ and weight/ mass (compare and measure) Problem solving and challenges</p>	<p><u>Physical Development</u></p> <p>Gymnastics - Tuesday am Yoga Wednesday am (Spring 1)</p> <p><u>PSHE/ RE</u></p> <p>Jigsaw - Celebrating Difference Accepting everyone is different Including others in play Know how to help someone who is being bullied Try to solve problems Try to use kind words Know how to give and receive compliments</p> <p>Christianity - Easter Why do we celebrate Easter? Lent 17th February - Pancake Day 16th Feb Palm Sunday Mothers' Day 14th March cards Easter 4th April Cards</p>	<p><u>Music</u></p> <p>Mrs Hedley produces own planning Mrs Anderson Friday (20 mins untuned/ tuned instrument and singing session linked to assembly and services.)</p> <p><u>Design and technology</u></p> <p>Cooking & Nutrition (food around the world) To use the basic principles of a healthy and varied diet to prepare dishes To explore and understand where food comes from</p> <p>Follow Twinkl Fabric Faces planning</p> <p>They will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face, which they will evaluate.</p>
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