Spring Two Year 1

English

Read Write Inc. scheme followed to develop children's comprehension, writing and spoken language. Using a step-by-step approach through whole-class shared reading of complete texts to give children the skills to write ambitiously and accurately. Focus on grammar in context, with a word bank to support and build knowledge. Developing vocabulary using drama and discussion activities.

Science Every day Materials (2)

Learn how to distinguish between an object and the material from which it is made. Children begin by designing and building a structure strong enough to withstand wind. Then creating a waterproof structure. Pupils examine a variety of fabrics, understanding their textures, durability and other properties. Finally, children explain the uses of materials and why they are suitable for specific purposes, consolidating their learning through critical thinking and application.

DT—Textiles– Pouches

Pupils will learn how to sew a running stitch with regular sized stiches and understand that both ends need to be knotted. They will be able to prepare and cut fabric to make a pouch from a template, joining two pieces of fabric together. Finally, decorating their pouches using materials provided.

Music: Exploring feelings through music.

This unit of work celebrates a wide range of musical styles. Exploring how music makes the world a better place? Performing, participating in or listening to music has shown in many ways to improve psychological and cognitive performance and wellbeing. Children will explore these feelings and emotions whilst listening to pieces and performing their own .

SMSC

Jigsaw Healthy Me

Being Healthy, Healthy Choices, Clean and Healthy, Medicine Healthy, Road Safety, Happy Healthy Me



RE What do you think is the most important part of the Easter story?

Exploring the key parts of the Easter story and discussing the importance of each event.
Visitor—Stuart from the Foodbank will lead a session exploring the Easter story.

PE Striking for Accuracy (Net Games)

Pupils will be given the opportunity to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be shown how to strike a ball or object using a racket, using techniques encouraged to develop balance, control & accuracy.

Maths

NCETM– Weeks 17-21

WRM— Place Value (within 50) including counting from 20-50, counting in groups of 10, tens and ones, number line to 50, 1 more, 1 less

WRM— Length & height including comparing lengths and heights, measure using objects, then centimetres.

WRM— Mass and volume including heavier and lighter, measure and compare mass, full and empty, compare volume, measure and compare capacity.

History

Why was Charles sent to prison?

This enquiry enables pupils to interpret a range of historical evidence relating to life and times in Britain during the period of the First World War, both at home and overseas.
In addition, this investigation supports pupils to make connections between their lives today and the life and times of children at different periods in the past.

Computing

Data and Information—Grouping Data

Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will begin to demonstrate their ability to sort objects into different groups and answer questions about data.

Additional

Weekly alternate homework maths or English. Nightly reading.