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| <p align="center">English</p> <p><u>Fiction: Diary entry</u> We will be writing a diary entry. We will continue to work on sentence writing with capital letters and full stops.</p> <p><u>Non-Fiction: Non-chronological report</u> We will link our non-chronological report to our science work on plants.</p> <p><u>Poetry: Haiku</u> We will explore the features of poetry and write our own Haiku poem.</p> <p><u>Handwriting:</u> We will continuously practise letter formation, both lower case and upper case.</p> <p>Our class novel will be The Smartest Giant in Town by Julia Donaldson.</p> | <p align="center">Mathematics</p> <p>This term, we will extend our knowledge of place value up to 100. The children will explore multiplication and division and the relationship between the two. They will also learn about fractions, money and time. All of this learning will be practised using lots of practical resources.</p> <p><u>Number formation:</u> We will continuously practice this daily.</p> <p><u>Counting and Times Tables:</u> This will be practised daily.</p> | <p align="center">PSHE Jigsaw: Relationships</p> <p>Within this unit, the children will explore their relationships with family and friends. They will discuss special people in their lives.</p> <hr/> <p align="center">Computing: App Attack</p> <p>The aim of this aptivity is to introduce children to the simple concepts of games design as well as notions of sequencing, computational thinking, directional language and problem solving.</p> |
| <p align="center">Geography: The Seven Continents</p> <p>Children will use globes and will begin to understand that a globe is a 3D model of our Earth showing continents and oceans. They will look at each continent in turn, identifying physical and human geographical features. They will apply their knowledge of the four-point compass to identify locations on a globe and on world maps. They will compare and contrast different locations around the world with their locality and with landscapes they are familiar with.</p> | <p align="center">Religious Education Who is a Muslim and what do they believe?</p> <p>This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.</p> | <p align="center">Science: Plants</p> <p>In this unit pupils will learn about the key parts of a plant including the roots, stem, leaves and flower. They will investigate how seeds germinate, using a fast-growing seed such as cress. They will find out the conditions that seeds are unlikely to grow in, such as in the darkness or without moisture. Where possible, encourage pupils to grow plants within the classroom, from bulbs, cuttings or seeds, taking advantage of this unit being scheduled for the summer term. Encourage pupils to take responsibility for watering and caring for plants as they grow.</p> |
| <p align="center">Physical Education: Athletics and OAA</p> <p>This 'Running and Jumping' unit for year 1 will develop your class' understanding of different ways of travelling and different types of jumps. They will learn to travel at different speeds by walking, jogging, running and sprinting, and develop an understanding of when these speeds are most useful.</p> | <p align="center">Music: Imagination</p> <p>This is a song about using your imagination.</p> <p>This unit contains all the classic teaching resources you would expect. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!</p> | <p align="center">Art: Paintings of children</p> <p>Through looking at paintings of children, this unit explores how art, and in particular paintings by Hogarth, Cassatt and Bruegel the Elder, give us information about the past. The Graham Children by Hogarth provides a focus for the whole unit. The children consider the hidden messages that the group portrait conveys as well as investigating how the painting shows the difference of the lives of the Graham children in comparison to their own.</p> <p align="center">DT: Food and nutrition</p> <p>Children will design, make and evaluate a food product.</p> |
| <p align="center">Phonics</p> <p>This half term, the children will work on phase 5. Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words. The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling.</p> | | |