Learning Journey

Year 1 – Spring 2

Areas of learning

This half term we have a jam-packed curriculum full of many exciting topics! In science, we will continue our topic on animals and how we can group them by their features but also their diets. We will be looking closely at animals that are herbivores, omnivores and carnivores. Excitingly, we will be visiting Chessington Zoo at the end of the half term to complete our unit on animals. In art, we will be exploring printmaking, taking inspiration from Denzil Forrester and learning what the primary colours are and how to use them effectively. In RE, we will begin learning about Buddhism, and looking at the lessons it teaches on leading a good life. In PE, we will be testing our balance, and coordination in Yoga and outside up-levelling our ball skills. This half term we begin a new geography unit all about the weather and how it impacts us in Britain. Lastly, in computing we will be learning about data handling and how data can be represented in a variety of different ways.









4B's focus
Be a learner
Be safe
Be respectful
Be responsible

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td rowspan="2">Reading – Word Reading
To apply phonic knowledge and skills as the route to decode words
Respond speedily with the correct sound to graphemes (letters or groups of letters).
To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
To continue reading common exception words.
To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
To re-read these books to build up their fluency and confidence in word reading.
To be able to identify alternative sounds in Phase 5 from ELS.
Reading – Comprehension
To listen to and discuss a wide range of stories and non-fiction at a level beyond that at which they can read independently.
To link what they read or hear read to their own experiences.
To become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
To recognise and join in with predictable phrases.
To discuss word meanings, linking new meanings to those already known.
To predict what might happen on the basis of what has been read so far.
To participate in discussion about what is read to them, taking turns and listening to what others say.
To explain clearly their understanding of what is read to them.</td><td>Texts: Room on the Broom, Spring Poems and Animal Fact Files
To say out loud what they are going to write about.
To compose a sentence orally before writing it.
To sequence sentences to form short narratives.
To re-read what they have written to check that it makes sense.
To discuss what they have written with the teacher or other pupils
To read aloud their writing clearly enough to be heard by their peers and the teacher.
To sequence and re-write our own version of a traditional tale.
To write a character description.
Use description in our writing.</td></tr>
<tr><td>Grammar
To be able to leave spaces between words joining words and beginning to join clauses using ‘and’.
To punctuate sentences using a capital letter and a full stop.
To use description to add interest to our writing.
Handwriting
To sit correctly at a table, holding a pencil comfortably and correctly.
To form lower-case letters in the correct direction, starting and finishing in the right place
To revise each letter according to their word families.
To write on the line.</td></tr>
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Phonics	**Spelling**
• To be able to read ccvc and cvcc words. • To be able to identify all Phase 5 sounds and some additional sounds. • To be able to read nonsense words with Phase 2, 3 and 5 sounds. • To be able to sound out and spell words containing Phase 2, 3 and 5 sounds.	• Adding the _er and _est comparative suffixes. • To be able to use the _ed past tense suffix.

MATHS – addition and subtraction	
• Pupils combine two or more parts to make a whole • Pupils explain that addends can be represented in any order. This is called the commutative law • Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal • Pupils add parts to find the value of the whole and write the equation • Pupils find the missing addend in an equation • Pupils partition a whole into two parts and express this with a subtraction equation • Pupils make addition and subtraction stories and write equations to match • Pupils represent 'first, then, now' stories with addition equations • Pupils represent 'first, then, now' stories with subtraction equations • Pupils represent different types of stories with subtraction calculations • Pupils make addition and subtraction stories, writing equations to match • Pupils work out the missing part of an addition story and equation if the other two parts are known • Pupils work out the missing part of a subtraction story and equation if the other two parts are known • Pupils explain that addition and subtraction are inverse operations • Pupils use additive structures to think about addition and subtraction equations in different ways	• Pupils explain that addition is commutative • Pupils find pairs of numbers to 10 • Pupils add and subtract 1 from any number • Pupils explain what the difference is between consecutive numbers • Pupils explain what happens when 2 is added to or subtracted from odd and even numbers • Pupils explain what the difference is between consecutive odd and even numbers • Pupils explain what happens when zero is added to or subtracted from a number • Pupils explain what happens when a number is added to or subtracted from itself • Pupils double numbers and explain what doubling means • Pupils halve numbers and explain what halving means • Pupils use knowledge of doubles and halves to calculate near doubles and halves • Pupils represent different types of stories with subtraction calculations • Pupils use knowledge and strategies to add 5 and 3 and 6 and 3

Science - How can we sort or group different animals?

Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds

Amphibians eg. frogs and toads - Has wet skin
Reptiles eg. snakes and lizards - Has scales and dry skin
Mammals eg. humans, cats and dogs - Has hair or fur
Fish eg. goldfish and sharks - Has gills and scales
Birds eg. robins and owls - Has wings and feathers

- Know and classify animals by what they eat (carnivore, herbivore and omnivore).
- To know that lions are carnivores, elephants and giraffes are herbivores and jackals are omnivores.
- Know how to sort by living and non-living things and to know that humans, animals and plants are living and that buildings, cars and rocks are non-living

Art - printmaking

Practical knowledge - Red, yellow and blue are primary colours. The combinations of primary colours make secondary colours. The combination of primary and secondary colours are tertiary colours.
Theoretical knowledge – Printing is transferring an image from one surface to another.
Disciplinary knowledge – How can art decorate a space?

1. To describe and explore the work of Denzil Forrester
2. To identify how you can use textured objects to make prints in primary colours
3. To be able to make simple prints using my hands and fingers in secondary colours.
4. To know how to push objects I can find into plasticine and make prints in tertiary colours
5. To explore colour, shape, and line to make prints
6. To evaluate use of colour, shape, and line to make prints

Geography - Weather

How does the weather affect me?

Locational Knowledge

- Know the names of the four countries that make up the UK: England, Scotland, Wales, Northern Ireland

Place Knowledge

- Know how each season in the UK is different
- In the UK there are four seasons: Autumn, Winter, Spring and Summer

Human and Physical geography

- Each season has different weather types
- To know Summer is the hottest season and winter is the coldest season
- Order the months of the year and recognise seasons
- Identify the types of clothing worn in different weather
- Identify the types of weather we have in the United Kingdom
- Explore how the weather affects different jobs

Geographical Fieldwork

- Use observational skills to study how the weather changes over the year
- observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area
- record the daily weather in our area investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall)

Computing – Data Handling

Data Handling: Introduction to data

1. To know that data can be represented in different ways
2. To know how to use technology to represent data in different ways
   To know that charts and pictograms can be created using a computer.
3. To be able to collect and record data
4. To know how to use questions to sort data
   To understand that a branching database is a way of sorting a group of objects.
5. To be able to design an invention to gather data

To know that computers understand different types of 'input'.

PE – Striking and Fielding	PE - Yoga
• To develop underarm throwing and catching and put this into small sided games. • To develop overarm throwing. • To develop striking a ball with my hand and equipment. • To retrieve a ball when fielding. • To understand how to get a batter out. • To develop decision making and understand how to score points. I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can strike a ball using my hand. -Work in a small group -Give and receive simple feedback within a group -Use basic rules (safely, fairly and honestly) -Make an effort to manage emotions (sportsmanship)	• To explore yoga and mindfulness. I can recognize how yoga makes me both feel physically and mentally. • To be able to copy and remember poses. I can remember and repeat actions, linking poses together. • To develop flexibility when holding poses. • To develop balance whilst holding poses. • To create yoga poses using a hoop. • To create a yoga flow with a partner. I can work with others to create poses. Social: working safely Social: sharing ideas Social: leadership Emotional: calmness Emotional: patience Emotional: understanding Emotional: independence
PSHE – Healthy Me	**RE – Buddhism**
• To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • To know you should wash hands after going to the toilet and before eating • To know how to make healthy lifestyle choices • I can tell you three ways to keep myself healthy. • To know how to keep myself clean and healthy, and understand how germs cause disease/illness • To know that all household products including medicines can be harmful if not used properly • To understand that medicines can help me if I feel poorly and I know how to use them safely • To know that we should only take medicines when an adult is helping us • To know how to keep safe when crossing the road, and about people who can help me to stay safe • To know to stop, look and go before crossing the road • To be able to tell you why I think my body is amazing and can identify some ways to keep it safe and healthy • I can create a poster with three images showing how to keep my body healthy and safe (medicines, food, exercise to be included). Online safety: How do you say goodbye to technology when you don't want to?	What can Buddhism teach us about living a good life? • The story of the Buddha • To know that Buddhists don't believe in a god • Buddha taught people how to live their live • Buddhists believe in showing respect for all living things • Buddhists are vegetarian • Awareness and kindness are important to Buddhists • How would Buddha expect children to look after their own pets?