



## Year 1 Spring Term 2

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### Moon Zoom

*CRASH! What's that in the playground? Let's go outside and take a look. Stand back everyone – it looks like a UFO has crash landed. Find out who might have landed by exploring the craft and investigating scattered scientific specimens.*

*Create a 'Welcome to Earth' box for an alien explorer. What can you put in it to help explain what life is like on our planet? Would you like to be an astronaut? You'll need a pretty sturdy spacecraft if you do. Start off small by making an air-propelled rocket. How far can you make it travel? Find out the names of the planets. There's Mercury, Neptune, Mars and – do you know any others? I've forgotten the rest. Then, an alien is found. Can you help get him home? It's got the experts in a right kerfuffle. Professor Pong doesn't know what to do. Are you ready for take off Year 1? Hold tight. 5, 4, 3, 2, 1... LIFT OFF!*

**Dear Parents and Carers,**

**Welcome to Spring Term 2 in Year 1. Our topic this half term is called Moon Zoom. Please see below for how this links to different areas of the curriculum.**

**Kind regards,**

**Miss Fielden and Mrs Horkuc**

<u>Science</u>	<u>Maths</u>	<u>English - writing</u>
<b>Everyday Materials</b> <ul style="list-style-type: none"> <li>I can distinguish between an object and the material from which it is made</li> <li>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>I can describe the simple physical</li> </ul>	<b>Addition and subtraction; Place value (within 50)</b> <ol style="list-style-type: none"> <li>Count from 20 to 50</li> <li>20, 30, 40 and 50</li> <li>Count by making groups of tens</li> <li>Groups of tens and ones</li> <li>Partition into tens and ones</li> <li>The number line to 50</li> <li>Estimate on a number line to 50</li> <li>1 more, 1 less</li> </ol>	<b>High-quality texts:</b> <ul style="list-style-type: none"> <li>A range of non-fiction books and fiction books including: <ul style="list-style-type: none"> <li>Beegu;</li> <li>Bob, The Man on the Moon;</li> <li>Aliens in Underpants Save the World;</li> <li>Q Pootle 5</li> </ul> </li> </ul> <b>Writing styles taught:</b> <ul style="list-style-type: none"> <li>Character profiles</li> <li>Adverts</li> <li>Science fiction</li> </ul>

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<p>properties of a variety of everyday materials</p> <ul style="list-style-type: none"> <li>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Identify and classify</li> <li>Use their observations and ideas to suggest answers to questions</li> <li>Perform simple tests</li> </ul>			
<u>PSHE</u>	<u>RE</u>	<u>Computing</u>	<u>PE</u>
<p><b>Ten Ten</b></p> <p><b>Unit 1 – Religious Understanding, Three in One.</b> Learn that God is love: Father, Son and Holy Spirit, That being made in His image means being called to be loved and to love others.</p> <p><b>Who is my neighbour?</b></p> <p>Know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus’ teaching on who is my neighbour.</p> <p><b><u>Relationships</u></b></p> <p><b><u>My Friendships</u></b></p> <p>Learn about what makes a good friend, about different types of friends, including grown-ups, simple strategies to resolve conflict between friends, that hurtful behaviour is not acceptable and how to report bullying (including</p>	<p><b>From Desert to Garden</b></p> <ul style="list-style-type: none"> <li>Temptations in the Desert</li> <li>Jesus Goes to Jerusalem</li> <li>The Last Supper</li> <li>Jesus Died On A Cross</li> <li>Jesus Rose From The Dead</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Search for or retrieve digital content, including images and information, in digital folders and online, with supervision and begin to use a range of software for different purposes.</li> <li>Select appropriate software to complete given tasks using text, images, audio and video clips.</li> </ul>	<p><b>Gymnastics: Wide, Narrow, Curled</b></p> <ul style="list-style-type: none"> <li>Explore making wide shapes on different body parts. What low wide shapes and high wide shapes are there?</li> <li>Pupils will start to explore moving in ways that keep their bodies narrow, whilst continuing to apply 'champion' gymnastics.</li> <li>Explore making curled shapes on different body parts. What low, curled shapes and high, curled shapes are there? Pupils can then start to move around in curled ways.</li> </ul> <p><b>Ball Skills: Hands 2</b></p>

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cyberbullying), the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises, what 'privacy' means and the importance of respecting others' privacy.			<ul style="list-style-type: none"> <li>The unit of work will consolidate pupil's ability to accurately roll a ball towards a target.</li> <li>Pupils will develop life skills such as fairness and empathy as they work well with others, playing by the rules.</li> </ul>
<b><u>History</u></b>	<b><u>Geography</u></b>	<b><u>Art &amp; Design</u></b>	<b><u>Design &amp; Technology</u></b>
<ul style="list-style-type: none"> <li>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</li> <li>Order information on a timeline.</li> <li>Learn about a person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. (Neil Armstrong)</li> <li>Understand the term significant and explain why a significant individual is important.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</li> <li>Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</li> </ul>	<b><u>Making model planets</u></b> <ul style="list-style-type: none"> <li>Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing</li> </ul>	<b><u>Designing and making</u></b> <ul style="list-style-type: none"> <li>Use wheels and axles to make a simple moving model.</li> </ul>
<b><u>French</u></b>	<b><u>Music</u></b>	<b><u>PE Days</u></b>	
<b>Theme: Les Fruits</b>		Mondays and Wednesdays.	

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<p><b>Vocabulary:</b> Learning to say, read and write nouns for ten fruits with three correct determiners (see grammar section below). Practising numbers up to ten, greetings and sea creatures we learned last half-term.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Listening to and understanding the story of The Very Hungry Caterpillar in French.</li> </ul> <p>Building memory skills.</p> <p><b>Grammar:</b> Further exploration of concept of gender in French grammar i.e nouns are either masculine or feminine. Learning that gender determines other words in a sentence e.g the indefinite article/determiner <b>un</b> or <b>une</b>. Plurality: The plural definite article/determiner i.e the is <b>les</b> in French</p> <p><b>Phonics and Pronunciation:</b></p> <ul style="list-style-type: none"> <li>- <b>OI</b> sound in <b>poire</b></li> <li>- <b>'R'</b> made in the back of the mouth as in <b>orange, fraise, cerise</b>.</li> </ul> <p>-<b>silent letters</b> in French. When it is the final letter <b>s</b> is usually silent e.g in <b>'les</b> (pronounced almost like the 'leh'), silent <b>t</b> on end of <b>abricot</b>.</p> <p><b>Class Activities:</b> Take part in a survey by saying a fruit I like and a fruit I dislike and recording the findings. Making a class book about our favourite fruits.</p>	<p><b>Superheroes</b></p> <p>This term we will be learning about Pitch.</p> <p>The children will be able to recognise high and low pitches. They will explore these on the Glockenspiels.</p> <p>They will create pitch changes on simple graphic scores and be able to interpret a graphic score</p>	<p>Please come into school wearing full PE kit.</p> <p><b>Upcoming Trips</b></p> <p>London Symphony Orchestra at the Barbican</p> <p>Science Museum</p> <p>More information about these trips will follow shortly.</p>	
<p><b>Book Return</b></p> <p>Please return library books and decodable home-school books on a Friday.</p>	<p><b>Ideas for home</b></p> <p>Please refer to the 'Tricky Words' document containing support for teaching children how to read non-decodable words at home.</p>	<p><b>Spelling</b></p> <p>The Year 1 required spelling list and the first 100 high frequency words.</p>	