



# Year 1 Spring Term 1

# Year 1 Spring Term 1



## Dinosaur Planet

Watch out everyone – the dinosaurs are on the prowl. They're rampaging across the dusty earth, swishing their enormous tails and baring their fearsome teeth. Let's explore the Dinosaur Planet. Imagine you're a palaeontologist (that's a scientist who studies bones and fossils). Dig deep and discover dazzling dinosaur facts. Create a dinosaur museum and invite visitors to see your awesome dinosaur artefacts. You could even do a dinosaur dance or produce some prehistoric percussion. Which is your favourite dinosaur? The Tyrannosaurus, the Brachiosaurus or the Micropachycephalosaurus? Doyouthinkhesawus? Yes, he did. Run!

Dear Parents and Carers,

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

Kind regards,

Mrs Horkuc and Miss Pieri

| <u>Science</u>  | <u>Maths</u>  | <u>English - writing</u>   |
|---|---|--|
| <p><b>Plants and animals</b></p> <p>1. I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>2. I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <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> | <p><b>Addition and subtraction; Place value</b></p> <ol style="list-style-type: none"> <li>Count within 20</li> <li>Understand 10</li> <li>Understand 11, 12 and 13</li> <li>Understand 14, 15 and 16</li> <li>Understand 17, 18 and 19</li> <li>Understand 20</li> <li>1 more and 1 less</li> <li>The number line to 20</li> <li>Use a number line to 20</li> <li>Estimate on a number line to 20</li> <li>Compare numbers to 20</li> <li>Order numbers to 20</li> </ol> | <p><b>High-quality texts:</b></p> <ul style="list-style-type: none"> <li>A range of non-fiction books about dinosaurs Harry and the Bucketful of Dinosaurs</li> </ul> <p><b>Writing styles taught:</b></p> <ul style="list-style-type: none"> <li>Recounts</li> <li>Descriptions</li> <li>Letter writing</li> <li>Descriptive sentences</li> <li>Comic strips</li> <li>Fact files</li> <li>Non-chronological reports</li> <li>Narrative</li> </ul> |
| <u>PSHE</u>   | <u>RE</u>   | <u>PE</u>  |
|   | <u>Computing</u>  |  |

## Year 1 Spring Term 1

|  |   |   |  |
|--|---|---|--|
| <p><b>Ten Ten</b></p> <p><b>Unit 1 – Religious Understanding, Three in One.</b><br/>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>Barnet HEP Framework</b></p> <p><u>Keeping Well and Clean</u></p> <p>Learn that things people put into their bodies can affect how they feel, why hygiene is important and how simple hygiene routines can stop germs from being passed on, how physical activity and healthy eating helps them to stay healthy, what they can do to take care of themselves daily, e.g. brushing teeth and hair, hand washing, and who helps help them to stay healthy (e.g. parent, dentist, doctor).</p> | <p><b>Galilee to Jerusalem</b></p> <ul style="list-style-type: none"> <li>• The Presentation in the Temple</li> <li>• Finding Jesus in the Temple</li> <li>• Jesus Announces His Mission</li> <li>• Jesus Chooses Disciples</li> <li>• Jesus Welcomes Children</li> <li>• Zacchaeus</li> <li>• Jesus, the Light to all Nations</li> </ul> | <p>Private information includes names, addresses, dates of birth or schools and this information should not be shared online. Any concerns or worries should be reported to a trusted adult.</p> <p>Recognise that some websites ask for private information and discuss how to handle these requests and where to go for help and support. (Safer Internet Day)</p> <p>An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task. Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions must be accurate and followed sequentially. Mistakes are called bugs and finding and fixing them is called debugging.</p> <p>Observe and explore outcomes when blocks are put in sequences and identify and debug a simple algorithm.</p> | <ul style="list-style-type: none"> <li>• <b>Dance:</b> The focus of the learning is to explore the relationship between a zookeeper and a big cat, creating movement patterns.</li> <li>• Pupils will create and perform a motif to an audience.</li> <li>• <b>Locomotion - Running:</b> Pupils will develop their spatial awareness while applying the correct running technique into games.</li> </ul> |
| <p><b><u>History</u></b></p>   | <p><b><u>Geography</u></b></p>  | <p><b><u>Art &amp; Design</u></b></p>   | <p><b><u>Design &amp; Technology</u></b></p>   |
| <p><b><u>Historical heroes/heroines:</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge Significant historical events include those that</li> </ul>  | <p><b><u>Dinosaurs</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the</li> </ul>  | <p><b><u>Drawing and modelling dinosaurs</u></b></p>  | <p><b>Designing and making</b></p> <ul style="list-style-type: none"> <li>• To design purposeful, functional,</li> </ul>   |

## Year 1 Spring Term 1

|   |  |   |  |
|---|--|---|--|
| <p>cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> <ul style="list-style-type: none"> <li>• Skill Identify some key features of a significant historical event beyond living memory.</li> </ul>   | <p>world's seven continents and five oceans.</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul> | <ul style="list-style-type: none"> <li>• To know malleable materials, include rigid and soft materials, such as clay, plasticine and salt dough.</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> | <p>appealing products for themselves and other users based on design criteria.</p> |
| <p><b><u>French</u></b></p>   | <p><b><u>Music</u></b></p>   | <p><b><u>PE Days</u></b></p>  |  |
| <p><b>Theme: Under the Sea</b><br/> <b>Vocabulary:</b> We will be learning to say and read the nouns for seven sea creatures. A new one will be introduced each week.<br/>         Practising numbers up to five and greetings we learned last term.<br/> <b>Skills:</b> Listening carefully and repeating accurately.<br/>         Building memory skills to enable recall of the new words we have learnt.<br/>         Learning song about sea creatures.<br/> <b>Grammar:</b> Starting to notice that in French there are often more options for single words like determiners than in English. E.g The word for 'the' which is <i>le, la</i> or <i>les</i> in French.<br/> <b>Phonics and Pronunciation:</b></p> | <p>Dinosaurs</p> <p>The children will create compositions to reflect the nature of dinosaurs. They will use dynamics, durations, tempos and pitch in their music.</p>  | <p>Mondays and Thursdays.</p> <p>Please come into school wearing full PE kit.</p> <p><b><u>Trips</u></b></p> <p>March – Science Museum</p> <p>More information about these trips will follow shortly.</p>   |  |



## Year 1 Spring Term 1

|   |   |  |  |
|---|---|--|--|
| <ul style="list-style-type: none"><li>• <b>ON</b> nasal sound in poisson</li><li>• <b>OU</b> sound in poulpe</li><li>• <b>OI</b> sound in poisson &amp; étoile</li><li>• <b>Guttural 'R'</b>. The French 'r' (e.g in crabe) is made in the back of the mouth rather than the front as it is in English.</li></ul> |   |  |  |
| <b><u>Book Return</u></b>   | <b><u>Ideas for home</u></b>                                      | <b><u>Spelling</u></b>   |  |
| Please return library books and decodable home-school books on Thursdays.   | An email containing ideas for home learning will follow this one. | The Year 1 required spelling list and the first 100 high frequency words list sent last half term. |  |