SCIENCE

Animals including humans

Identifying animals

Science Objectives

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

P.E

GYMNASTICS Unit E - Points and Patches

Children should learn:

- To travel confidently and competently on different parts of the body including hands.
- To hold still balanced positions on large or small body parts.
- To link two balances together.
- To adapt floor work safely onto apparatus.

R.E

Why are gifts given at Christmas?

ART AND DESIGN:

Drawing

*Exploring mark making.
*Making tools for mark making.
*Making a surface to mark make on.

Painting

*Exploring thick and thin paint.
*Developing painting techniques using different brush strokes.

HISTORY/GEOGRAPHY

- **The lives of significant individuals in the past who have contributed to national/international achievements**
- **Changes within living memory (moon landing)**

Historical Key Questions

Who was Christopher Columbus? Explorer. Sailed from Europe to America.
When did he live? Born in 1451. The Renaissance.
What did he do? Sailed bravely into the unknown. New World. Native Americans. Didn't 'discover' America (Vikings landed there 500 years earlier).
What is his legacy? Started regular contact between America and Europe. Other explorers. New discoveries. Effect on Native American population.
Possible educational visit: Hartlepool's Maritime Experience
Who was Neil Armstrong? Astronaut.
When/where did he live?
What did he do? First man on the moon.
What is NASA?
What is his legacy? Global impact.
Possible educational visit: Centre for Life planetarium

ENGLISH:

Grammar focus:
Begin to punctuate sentences using capital letter and a full stop, a question or exclamation mark.
Use grammatical terminology.

Spelling focus:
To continue to focus on words including digraphs (2 letter sounds) and trigraphs (3 letter sounds).

Handwriting:
Letter formation practise:
Long ladder family (l i j t u y)
One-armed robot family (r n m b h k p)
Curly caterpillar family (o a e s d g q f c)
Zig-zag monster family (v w x z)
Capital letters Vowel practise (a e i o u)

Information texts

- To create a fantasy vehicle and write labels and captions to describe it.

Poems with Pattern and Rhyme

- To write a poem with a repeated phrase

Stories with repeating patterns

- To write an imaginative card based on an event in a familiar story .
- Write neatly written sentences based on those read in a familiar story.

YEAR 1 Autumn 2nd Half Term

Christopher Columbus/Neil Armstrong

MATHEMATICS:

Sequencing and Sorting

- Sequencing a range of shapes, objects and numbers.
- Choosing criteria for sorting.

Number

- To count in 2s, 5s and 10s.

Capacity and Volume

- Measure and begin to record capacity and volume.

Fractions

- Recognise, find and name a half as one of two equal parts of an objects.

Time

- Measure and begin to record time (hours, minutes, seconds).
- Sequence events in chronological order using languange (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).
- Recognise and use language relating to datess, including days of the week.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

2D and 3D shapes

- Recognise and name common 2D and 3D shapes. (E.g. 2D – circles, squares, rectangles and triangles. 3D – cubes, cuboids, pyramids and spheres.)

COMPUTING

E-Safety
To understand what is meant by personal information.
To be able to identify what is personal information
To know that when they need help online children would speak to a trusted adult.
What is personal information?
Can you give me an example of some personal information about you?

Control
I know that computers need precise instructions.
I know that computers have no intelligence and that computers can do nothing unless a program is run.
I can explain a program is run by following precise instructions.
I can spot a bug in a program.
I can create a program using single step instructions.

DESIGN AND TECHNOLOGY:

MOVING PICTURES

DESIGN
design purposeful, functional, appealing products for themselves and other users based on design criteria
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

MAKE
select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

EVALUATE
explore and evaluate a range of existing products
evaluate their ideas and products against design criteria
TECHNICAL KNOWLEDGE
explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

FRENCH:

Listen to and follow commands and introduce yourself
Learn French greetings and classroom commands that are also to be used across other lessons wherever possible. Begin to answer class register and dinner register with simple greetings daily.
Children to be able to follow a simple dialogue introducing themselves.

MUSIC

The long and the short of it

This unit will develop the children's ability to identify long and short sounds