



Half term plan 2022-2023

Teacher: J O'Malley

Year group: 1

Topic : Extraordinary Explorers

Date: Spring 1

Literacy

Reading - RWI Phonics

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - **(Recap set 2 and teach set 3 -er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious, e, ue, ie, ph, e-e, au, kn)**
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read other words of more than one syllable that contain taught GPCs
- Re-read these books to build up their fluency and confidence in word reading
- Participate in discussions about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

Reading Comprehension

- Listening to and discussing a wide range of poems, stories and

Numeracy Objectives - White Rose Maths

Geometry - Shape

To sort 2D shapes

To make patterns with 2D and 3D shapes

Number - Place value within 20

To count forwards and backwards and write numbers to 20 in numerals and words

To know numbers 11 - 20

To identify tens and ones

To count one more and one less

To complete and use a number line to 20

To estimate on a number line to 20

To compare numbers to 20

To order numbers to 20

Addition and Subtraction within 20

To add by counting on

To add ones using number bonds

To find and make number bonds to 20

To know doubles

To use near doubles

non-fiction at a level beyond that at which they can read independently

- Being encouraged to link what they read or hear read to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Discussing the significance of the title and events
- Recognising and joining in with predictable phrases
- Predicting what might happen on the basis of what has been read so far
- Discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading

Writing

- Spell Words containing each of the phonemes already taught

In handwriting:

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words
- Apply simple spelling rules and guidelines

Writing - Composition

To subtract ones using number bonds

To subtract by counting back

<ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense • Discuss what they have written with a teacher and other pupils <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Using capital letters for proper names. • Using full stops and capitals to demarcate sentences. • Write, leaving spaces between words • Use capital letters for the names of people, places, days of the week, etc. • Punctuate with full stops <p><u>The Write Stuff (TWS) Units-</u></p> <ul style="list-style-type: none"> • The way back home - narrative • The man on the moon - narrative • Bold Black women in history - biography 	
<p>Science - Collins Connect</p> <p>Everyday Materials</p> <ul style="list-style-type: none"> • To describe the simple physical properties of a variety of everyday materials. <p>Our Changing World - Winter</p> <ul style="list-style-type: none"> • To observe the changes across the four seasons • To observe how many animals we can find in our school environment • To observe the leaves on trees and plants • To record what flowering plants we can observe • To know how the changing seasons affect what we wear 	<p>Computing - NCCE Teach computing - Programming A - Moving a robot</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Recognise common uses of information technology beyond school <p>Lesson 1 - Buttons Lesson 2 - Directions</p>

<ul style="list-style-type: none"> • To record what we can hear and see • To record a weather chart for 2 weeks 	<p>Lesson 3 - Forwards and Backwards Lesson 4 - Four directions Lesson 5 - Create a program Lesson 6 - plan routes</p> <p><u>Education for a Connected World</u> Online relationships Understand how to ask permission to use technology/do something online. Understand how to ask permission to do something that affects someone else online. Give examples of situations where permission must always be sought.</p>
<p>Art</p> <ul style="list-style-type: none"> • Experiment with painting shades of warm and cold colours. - paint a picture of Christopher Columbus boat on the sea • Painting using different sizes of brushes. • Explore different grades of chalk and pastels - planet drawings with chalk/pastels • Drawing using pastels, pencils, felt tips • Painting using cold colours - Antarctica 	<p>P.E</p> <p>Dance</p> <ul style="list-style-type: none"> • Copies and explores basic movements and body patterns-action, space, direction, relationship, speed, expression • Remembers simple movements and dance steps • Links movements to sounds and music. • Responds to range of stimuli.
<p>History</p> <ul style="list-style-type: none"> • To know events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p>Geography</p> <ul style="list-style-type: none"> • Name the seven continents • Use vocabulary (port, harbour) when discussing Christopher Columbus's voyages • To follow directions- up, down, forwards, backwards, left and right, near and far.

<p>Extraordinary Explorers</p> <ul style="list-style-type: none"> • To know Christopher Columbus was an explorer who sailed to America • To know Robert Falcon Scott was a British explorer who explored Antarctica • To know Felicity Aston was the first female explorer to ski across the Antarctic in 2012 • To know Neil Armstrong was an astronaut and the first man to walk on the moon • To know Helen Sharman was the first British astronaut and know she was launched in the Russian spacecraft Soyuz in 1991. • To know Tim Peake was the first British astronaut to visit the ISS • To be able to compare the lives and achievements of explorers 	<ul style="list-style-type: none"> • To draw picture maps and make a map of a journey <p>Extraordinary Explorers</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents. • Use world maps, atlases and globes to identify continents.
<p>Music - Charanga scheme - In the groove</p> <p>To listen to a variety of different genres of music To perform vocal warm ups To know what pitch, tempo, pulse, rhythm is To sing a song in 6 different styles - blues, baroque, Latin, Bhangra, Folk and Funk To play instruments with the song To perform a song</p>	<p>DT</p> <ul style="list-style-type: none"> • Understand and make simple levers and sliders - moving pictures - Sliding pictures for Christopher Columbus sailing across the sea , rocket shooting up to the moon • Use a hole punch • Use split pins - split pin astronaut
<p>PSHE - Dimensions</p> <ul style="list-style-type: none"> • To learn to eradicate germs and the spread of diseases by washing hands • To understand how germs spread infections and diseases • To learn about where vegetables and fruit grow • To learn to make simple choices that improve their health and well-being e.g. healthy eating 	<p>RE</p> <p><u>Continue with Christmas unit</u> Epiphany - the wise men arrive</p> <p><u>Jesus was special</u> Pupils should</p> <ul style="list-style-type: none"> • know and be able to retell stories of Jesus covered in

<ul style="list-style-type: none"> • To understand the need for protein as part of a balanced diet • To recognise which types of food are healthy • To apply their knowledge of healthy eating to plan a menu for a themed party • To make positive real-life choices • To understand the need for physical activity to keep healthy • To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health • Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <p>Lesson 1 - Washing hands Lesson 2,3,4 - Healthy Eating Lesson 5 - Physical activity Lesson 6 - Comparisons</p>	<p>this unit;</p> <ul style="list-style-type: none"> • begin to be able to make the connection between the Bible stories and Christian beliefs about Jesus. • be able to talk about their own feelings and experiences • ask and respond sensitively to questions about their own and others feelings and experiences. <p>Making Friends - draw a special friend. Discuss how Jesus made friends The story of Jesus calling the Disciples and the Miraculous Catch of Fish (Lk 5: 1-11, Lk 5: 27-28) The Stilling of the Storm (Lk 8:22-25, Mk 4: 35-41) Feeding of the Five Thousand (Mat 14: 15-21, Mk 6: 35-44, Lk 9: 12-17, John 6: 1-13) Jesus Turns Water Into Wine (John 2: 1-11)</p>
<p>Visitors or Experiences</p>	