



All Creatures Great and Small : Year 1 Spring Term

Geography

Geography : Why don't penguins need to fly?

Pupils will understand that Antarctica is called the white continent. 70% of the world's water is stored there but it is the driest place on earth! It is the coldest and windiest place. It is surrounded by southern ocean and the south pole is there. They will know that penguins are birds and that penguins don't fly. They will find out that they use their flippers to swim and push themselves through the ice- tobogganing! They will make a list of what creatures need to survive in the Antarctic and complete a labelled diagram of a penguin. Children will locate the Sahara and Antarctica on a world map. They will compare environments and explain why they are both deserts. They will have the opportunity to make a food chain model for emperor penguin and will create a postcard from Laars the polar bear to his family about his travels.

SMSC- caring for endangered animals. Which animals are special to you? The world is a diverse place with different climates and landscapes – it is beautiful in many ways. Where/what would you like to see?

Literacy

Fiction - Explore well-loved books about pets like; Mog the Cat by Judith Kerr, Floppy from ORT, Just Dog, Buster etc. Read books about reptiles, mammals, amphibians, birds and fish e.g. Tortoise Tortoise, Bill's Belly Button, Tiddler, Toads in the Road, Lost and Found and The Emperor's Egg. Explore a longer book like The Owl Who was Afraid of the Dark- investigating adjectives and widening vocabulary when finding out how the dark can be fun, kind, exciting and fascinating all at once!. Explore fantasy animals like Dragons. Non Fiction- writing about nocturnal animals, animals from around the world and their habitats e.g. Antarctica.

Poetry –Animal acrostics.

Writing Instructions on caring for a pet as well as instructions on how to train a dragon.

Handwriting- reinforcing cursive script (focus on m, n, r, s, f, k, z) ensuring tall letters are tall e.g. l, t,d,b,h and revising capital letters.

Grammar - Using 'and or but' to extend sentences, Continue to reinforce CAPITAL letters and full stops in sentences through dictation. Formulate questions about animals using '?' Use rhyming stories e.g. Oi Frog – Do moles sit on poles? Encourage children to start sentences in different ways using time connectives like First, Meanwhile, After that, Finally.

Phonics screening

Phonics – revise 40+ phonemes including digraphs and trigraphs covered so far. Daily practise reading real / nonsense words. Common exception word reading /spelling. Spell/ Read Days of the week and numbers, as words, to 20. Watch Geraldine the Giraffe clips, play phonics fun games. Guided read using Read Write Ink books 1x week. Read Write ink comprehension books 1x week. Play Bingo, Phonic Fortunes, Make

a word games to reinforce phonetic spelling and reading.

SMSC – tales like fables have morals. Good triumphs over bad. Treating animals with kindness and compassion.

Maths

Addition, subtraction, involving carrying and borrowing – using practical apparatus and tens /units cards to understand that a ten is carried over when adding and exchanged for ten ones when subtracting.

shape 3D and pattern – look for examples of real 3D shapes around us. Packaging and in objects in our environment. Look for patterns. Have the opportunity to make and create pattern using 3D shapes.

measurement (volume) – measure lengths using non-standard measures e.g. lolly sticks, 20p coins, paperclips etc.

halving, doubling and place value – be able to half and double amounts to ten then twenty.

Understand which number is the tens number and which represents the ones /units in numbers 10-99. Play Bingo.

Timed Mental Maths tests.

SMSC- wonder of pattern in nature – honeycomb, flower petals, leaves etc. what amazing shapes can you see around you every day?

RE

To know and understand the concept of protection and to link this to story of baby Moses. Pupils will be able to talk about who protects Moses in the first part of the story. They will understand that Christians Jews and Muslims believe that God protects Moses. They will be able to empathise with Moses when God gives him the responsibility of leading the Israelites out of Egypt and understand that although Moses was reluctant to follow God's wishes he still went ahead and approached pharaoh. They will consider times when they have been reluctant to do what they had been told to do. They will recall parts of the story of Moses – e.g. the baby in the bulrushes, the burning bush, the plagues and the parting of the Red Sea. They will consider what gave Moses the courage he needed to carry out God's plan. What helps us to do things we find difficult? How did God speak to Moses? What does this tell us about God? They will understand that God is feared in this story. They will know some of the plagues that were sent to persuade Pharaoh. They will understand why the Israelites were spared from the final and most devastating plague. They will understand that God protected the Israelites from the Red Sea and know that Christians, Jews and Muslims believe this shows the power of God.

Art / DT

Mini project – Through using a multi-media approach to art this half-term the children will learn collage, colourwash and fastening techniques. Making owls (using paint, inks, pastels, collage). Design a pattern for the body using paints pastels and inks. Use collage materials for eyes. Use split pins for fastening collage wings. Create a watercolour wax resist background for your owl. Using foam or sponge, create a 3D effect when attaching owl to the background. Look at the artwork of Paul Klee – create your own version of Cat and Bird using watercolour paints. Look at geometric shapes in your picture.

SMSC- Beauty of animal patterns and feathers. Wonder of nature in art – why do artists try to capture images of animals?

PE

PE: Team Games – Mr Merridew.

Relay and small group games, racing and chasing games - using small equipment like bats, balls, beanbags and cones. To improve gross motor skills throwing catching, dodging and taking turns.

SMSC: Set targets/ goals that you want to achieve to improve yourself. Accepting if you do not win and being pleased for others when they do well. Accepting that we all have different talents.

Science

Which animals live in our homes with us?

Use our pets as a context to begin to explore the idea that animals can be grouped in different ways. Make simple observations of pets, identify and name parts of their bodies

Introduce the terms reptile, mammal, fish and bird. Identify and name a variety of common animals, including fish. To show understanding that fish live under water and they come in different sizes and colours. Understand that fish have scales, fins, a spine and gills.

To be able to identify and name a variety of common UK mammals.

How are animals bodies different?

To be able to identify and name a variety of common UK birds and reptiles.

Why are British birds so special?

Take part in The Great British Garden Birdwatch. Collect data and be able to recognise common garden birds. Use identification guides to help name others

How are animals affected by the seasons?

To find out about how animals are affected by the seasons. Explain the terms: 'adapt' and 'hibernate'
SMSC – Taking Care of animals, kindness, people who work with animals, charities. People who are lonely – do they need animals?