

Geography

This half term we will be studying the UK and its capital cities. Children will become familiar with a map of the UK and learn about important landmarks around the country. We will then make a collage of the landmarks in art.

Geography (geographical enquiry)

Year 1 (expected):

- I can say what I like about my locality.
- I can think of a few relevant questions to ask about a locality.
- I can answer questions about the weather.
- I can keep a weather chart.

Year 1 (exceeding):

- I can answer questions using a weather chart.
- I can make plausible predictions about what the weather may be like later in the day or the next day.

Geography (physical)

Year 1 (expected):

- I can tell someone my address.
- I can explain the main features of a hot and cold place.
- I can describe a locality using words and pictures.
- I can explain how the weather changes with each season.

Year 1 (exceeding):

- I can name key features associated with a town or village.

Geography (human)

Year 1 (expected):

- I can begin to explain why they would wear different clothes at different times of the year.
- I can tell something about the people who live in hot and cold places.
- I can explain what I might wear in a hot or cold place.

Year 1 (exceeding):

- I can name different jobs that people in my area might do.

Geography (geographical knowledge)

Year 1 (expected):

- I can identify the four countries that make up the UK.
- I can name some of the main towns and cities in the UK.
- I can point out where the equator, north pole and south pole are on a globe or atlas.

English

Key Texts: The fox and the star, Wild. Children will study the differences between the settings in both books and consider where in the world they are set. Are there any similarities between the setting and environments that they have previously looked at?

Transcription

- I can spell words containing each of the phonemes I have been taught.
- I can spell common exception words.

Vocabulary, Grammar and Punctuation

- I can leave finger spaces between words.
- I am beginning to punctuate my sentence with a capital letter and a full stop.
- I am beginning to use question marks and exclamation marks.
- I can use capital letters for the names of people, places, days of the week and I.
- I can join words and clauses using 'and'.

Handwriting

- I am beginning to form lower case letters in the correct direction.
- I can form capital letters.
- I understand which letters belong to which handwriting families.

Composition

- I can say out loud what I am going to write about.
- I can compose a sentence before writing it.
- I can sequence sentences to form short narratives.
- I can re-read what I have written to check it makes sense.

Mathematics

Measures (length & height)

- I can begin to measure and record length and height.
- I can compare, describe and solve practical problems for length and height (long/short, longer/shorter, tall/short).

Measures (mass & weight)

- I can begin to measure and record mass and weight.
- I can compare, describe and solve practical problems for mass or weight (heavy/light, heavier/lighter, heavier than/lighter than).

Measures (capacity and volume)

- I can begin to measure and record capacity and volume.
- I can compare, describe and solve practical problems for capacity and volume (full/empty, half full/half empty).

Measures (money)

- I can recognise the values of different denominations of coins and notes.

Geometry (position and direction)

- I can describe position, direction and movement (quarter turn, half turn, whole turn, clockwise, anti-clockwise).
- I can use the language of position and direction (left/right, top/middle/bottom, on top/in front/above/between/around/near/close/far, up/down, forwards/backwards, inside/outside).
- I can use mathematical vocabulary to describe position, direction and movement. (right angles, quarter turn, half turn, three quarter turn, clockwise, anti clockwise, three quarter turn)

Where in the world am I? Year 1 Spring 2

History

We will be looking at the Queen, her role in the UK and studying the succession line. We will work towards writing a letter to the Queen to thank her for what she does.

History (knowledge and interpretation)

Year 1 (expected):

- I know that we have a queen who rules us and that Britain has had a king or queen for many years.

Year 1 (exceeding):

Science

Senses – We will study how the children experience the world around them through their senses. We will then continue to look at how Hebburn changes throughout the seasons.

Science (working scientifically)

Year 1 (expected):

- I can talk about what I can see, touch, smell, hear and taste.
- I can identify and classify things to observe.

Year 1 (exceeding):

- I can find out by watching, listening, tasting, smelling and touching.

Science (animals and humans)

Year 1 (expected):

- I can identify the main parts of the human body and link them to my senses.

Year 1 (exceeding):

- I can name some parts of the human body which cannot be seen.

Seasonal Change

Science (seasonal change)

Year 1 (expected):

- I can observe changes across the four seasons.
- I can observe and describe weather associated with the seasons.
- I can name the four seasons
- I can observe and describe how day length varies,

Year 1 (exceeding):

- I can observe features in the environment and explain that these are related to a specific season.
- I can observe and talk about changes in the weather.

P.E

Dance - Learn about the different dances from around the world. Children to be able to pick their favourite dance and explain why.

PE (dance)

Year 1 expected:

- a) I can explore and perform basic body actions.
- b) I use different parts of the body singly and in combination.
- c) I show some sense of dynamic, expressive and rhythmic qualities in my own dance.
- d) I choose appropriate movements for different dance ideas.
- e) I can remember and repeat short dance phrases and simple dances.
- f) I move with control.
- g) I vary the way I use the space.
- h) I describe how my lungs and heart work when dancing.
- i) I can describe basic body actions and simple expressive and dynamic qualities of movement.

PSHE

Daring to be different

- I know that we all like and dislike different things
- I can recognise and respect each other's differences
- I can help another person feel proud
- I can tell when I am feeling worried or anxious
- I know some things cause me to feel stressed
- I can be still and quiet and relax my body
- I can tell when it is right for me to stand up for myself

MFL

Unit 1

MFL (listening and responding)

Year 1 expected:

- a) I can understand simple classroom commands.
- b) I understand short statements.
- c) I understand simple questions.
- d) I understand clearly spoken speech.

MFL (speaking)

Year 1 expected:

- a) I can answer with a single word.
- b) I can answer with a short phrase.

MFL (reading)

Year 1 expected:

- a) I can read and understand a single word.

MFL (writing)

Year 1 expected:

- a) I can copy a single word correctly.
- b) I can label items.
- c) I can choose the right words to complete a phrase.
- d) I can complete a short sentence by choosing the correct words.

Computing

Children will work towards sending a class email to someone in the community to thank them for how they have a positive impact. Children will also use a word processor to write about their favourite thing about Hebburn.

- I can send and receive a class email.
- I know you should only open an email from a known source.
- I can word process ideas using a keyboard.
- I can follow the school's safer internet rules.
- I can use a password to access the secure network.

**Where in the world am I?
Year 1
Spring 2**

Music

Exploring Pitch. Children will explore pitch through songs based on traditional British fairy tales. Using their compositional skills they will compose a soundscape to represent a city.

Performing: (expected)

- e) I can clap short rhythmic patterns
 - f) I can copy sounds
- (Exceeding)
- a) I can make loud and quiet sounds.

Composing: (expected)

- a) I can make different sounds with my voice
- b) I can make different sounds with instruments
- c) I can repeat (short rhythmic and melodic) patterns

(exceeding)

- a) I can tell the difference between long and short sounds.
- b) I can tell the difference between high and low sounds.

Appraising: (expected)

- a) I can say whether they like/dislike a piece of music.
- b) I can choose sounds to represent different things.

Art

We will learn all the skills needed to make collage throughout the term. At the end of term we will make a collage of famous landmark in the UK.

Art (collage)

Year 1 (expected):

- a) I can cut and tear paper and card for my collage.
- b) I can gather and sort the materials I will need.

Art (knowledge)

Year 1 (expected):

- a) I can describe what I can see and like in the work of another artist/craft maker/designer.

R.E.

Christianity, The Easter Story

- I can begin to identify some of the beliefs of Christianity.
- I can begin to retell some stories within Christianity.
- I can begin to identify some ways in which Christians worship and celebrate special events.
- I can begin to use some religious words.
- I can begin to express my views and give simple reasons in response to my learning about the beliefs, teachings and practices in Christianity.
- I can begin to reflect on my own beliefs, values and feelings in relation to what I have learnt about Christianity.
- I can begin to show awareness of and be sensitive to the thoughts, feelings, beliefs and experiences of others in relation to what they have learnt about Christianity.