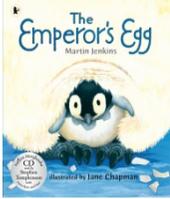


Term: Spring 1	
<p><b>Core Text:</b></p> 	<p>This beautifully illustrated narrative information book about the male Emperor penguin protecting both the egg and the young, provides a memorable reading experience for young children. A prizewinning picture book, it offers many learning opportunities for exploring both the topic and the visual form. Using drawing and painting, small word play and role play, children can respond to the world and experience of penguins and develop their understandings. This provides a good starting point for researching the subject of penguins, Antarctica and lifecycles and deepening experience of information genres.</p>
<p><b>Big Ideas:</b></p> <p>Who looks after you?</p>	<p><b>Memorable experiences:</b></p> <p>Egg hunt around school, Egg incubators in class, Science trip to the park.</p>
<p><b>English</b></p> <p><b>Written outcome:</b> A simple non-chronological report (5 weeks).</p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.</li> <li>• The /t/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such; catch, fetch, kitchen, notch, hutch.</li> <li>• The /v/ sound at the end of words; English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'; have, live, give.</li> <li>• Adding s and es to words (plural of nouns and the third person singular of verbs); If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.</li> <li>• Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word; -ing and -er always add an extra syllable to the word and -ed sometimes does; The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/</li> </ul>	

or /t/ (no extra syllable), but all these endings are spelt –ed; If the verb ends in two consonant letters (the same or different), the ending is simply added on; hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper.

**Grammar:**

- Joining words and joining clauses using and.
- Introduction to question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun.
- How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].
- Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun; encouraging use of terminology in everyday speech; singular, plural.
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).

**Handwriting:**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

**Maths**

Count on and back in ones to 100.

Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions.

Recognise, read and write numbers to 100.

To be able to say the number 1 more ( $\leq 20$ ).

To be able to say the number 1 less ( $\leq 20$ ).

Count on and back 1, 2, 3 more than numbers up to and just beyond 20.

Find number bonds to 10, 5, 6, 7, 8 and subitise to 10, 5, 6, 7, 8.

To be able to use number facts to 10 to solve problems including word problems.

Understand a symbol being used for an unknown quantity.

Solve missing number problems involving addition and subtraction ( $\leq 10$ ).

Solve word problems involving addition and subtraction.

Double numbers to 5 and find related halves.

Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on.

Recognise, name and describe cubes, spheres, cones, cuboids, pyramids.

Sort 3D shapes according to their properties.

Sort objects on to a Venn diagram (two overlapping sets).

Begin to recognise units of time (minutes, hours, days, weeks, months, years).

Count on and back in 10s from any number up to 100.

Estimate a set of objects ( $\leq 100$ ) and count in 5s or 10s to check.

Count in 10s to 100.

Count in 5s to 50.

Count in 2s to 20.

### **Science-Seasons**

Children will have the opportunity to observe changes across the 4 seasons and identify at what time of year they will fall. They will also observe and describe the weather associated with different seasons and discuss how the day length varies. Children will have the chance to measure and record the rainfall across the term and to find evidence of spring in the new flowers growing on a trip to the park.

### **Humanities-Physical geography**

Children will have the chance to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.

They will also use basic geographical vocabulary to refer to key physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Children will also use basic geographical vocabulary to refer to key human features such as city, town, village, factory, farm, house, office, port, harbour and shop.

### **The Arts-Building a home (DT)**

Children will have the opportunity to explore a range of designs and materials in order to plan and build a 3D home for a penguin.

They will also start to experiment with mixing primary colours in order to make secondary colours.

### **Computing-Handling Data**

Children will begin to organise, store and retrieve data in a range of digital formats. They will begin to understand that:

- information comes from different sources.
- data can be collected and information can be represented using pictures.
- computing allows data to be added quickly and changed quickly.
- data presented graphically can be easier to construct and understand than written form.
- there is a connection between data collected in class (verbally, tally etc) and presented on screen.
- the longer the column in a pictogram the higher the number.

### **Learning to Live Together**

Discussion around having an open mind.

Circle times related to Article of the Fortnight.

### **PE-Invasion Games –Creating games**

In this unit children develop basic game-playing skills. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket). They have an opportunity to play one against one, one against two, and one against three.

In all games activities, children think about how to use skills, strategies, and tactics to outwit the opposition.