



## Half term plan 2023-2024

**Teacher: J O'Malley**

**Year group: 1**

**Topic: Extraordinary Explorers**

**Date: Spring 1 (6 week term)**

### **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**

#### **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
- To subtract ones using number bonds
- To subtract by counting back
- To subtract – finding the difference
- To know related facts

<p>non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> <li>• Being encouraged to link what they read or hear read to their own experiences</li> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Discussing the significance of the title and events</li> <li>• Recognising and joining in with predictable phrases</li> <li>• Predicting what might happen on the basis of what has been read so far</li> <li>• Discussing word meanings, linking new meanings to those already known</li> <li>• Understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Spell Words containing each of the phonemes already taught</li> </ul> <p>In handwriting:</p> <ul style="list-style-type: none"> <li>• Form correctly lower-case letters belonging to each handwriting family in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Begin to size letters correctly</li> </ul> <p><b>Writing - Composition</b></p> <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about</li> </ul>	<p>To solve missing number problems</p>
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<ul style="list-style-type: none"> <li>• Composing a sentence orally before writing it</li> <li>• Begin to sequencing sentences to form short narratives</li> </ul> <p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Using capital letters for proper names and pronoun I.</li> <li>• Using full stops and capitals to demarcate sentences.</li> <li>• Write, leaving spaces between words</li> <li>• Punctuate with full stops</li> <li>• Punctuate some question sentences with a question mark</li> <li>• Begin using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>• Apply simple spelling rules and guidelines</li> </ul> <p><b><u>The Write Stuff (TWS) Units-</u></b></p> <ul style="list-style-type: none"> <li>• The way back home - narrative</li> <li>• Bold Black women in history - biography</li> </ul>	
<p><b>Science - Collins Connect</b></p> <p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• To describe the simple physical properties of a variety of everyday materials.</li> </ul> <p><b>Our Changing World -Winter</b></p> <ul style="list-style-type: none"> <li>• To observe the changes across the four seasons</li> <li>• To observe how many animals we can find in our school environment</li> <li>• To observe the leaves on trees and plants</li> <li>• To record what flowering plants we can observe</li> <li>• To know how the changing seasons affect what we wear</li> <li>• To record what we can hear and see</li> <li>• To record a weather chart for 2 weeks</li> </ul>	<p><b>Computing - NCCE Teach computing - Programming A - Moving a robot</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Recognise common uses of information technology beyond school</li> </ul> <p>Lesson 1 - Buttons</p> <p>Lesson 2 - Directions</p> <p>Lesson 3 - Forwards and Backwards</p> <p>Lesson 4 - Four directions</p> <p>Lesson 5 - Create a program</p>

	<p>Lesson 6 - plan routes</p> <p><b><u>Education for a Connected World</u></b></p> <p><b>Online relationships</b></p> <p>Understand how to ask permission to use technology/do something online.</p> <p>Understand how to ask permission to do something that affects someone else online.</p> <p>Give examples of situations where permission must always be sought.</p>
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Experiment with painting shades of warm and cold colours. - <a href="#">paint a picture of Christopher Columbus boat on the sea</a></li> <li>• Painting using different sizes of brushes.</li> <li>• Explore different grades of chalk and pastels - <a href="#">planet drawings with chalk/pastels</a></li> <li>• Drawing using pastels, pencils, felt tips</li> <li>• Painting using cold colours - Antarctica</li> </ul>	<p><b>P.E</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To use counts</li> <li>• To copy, remember and repeat actions</li> <li>• can move confidently and safely.</li> <li>• To use different parts of the body in isolation and together.</li> <li>• To work with others to share ideas and select actions.</li> <li>• To choose appropriate movements for different dance ideas.</li> <li>• To say what I liked about someone else's performance.</li> <li>• To show some sense of dynamic and expressive qualities in my dance.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To perform in front of others.</li> <li>• To link simple actions together to create a sequence.</li> <li>• To make my body tense, relaxed, stretched and curled.</li> <li>• To develop stability and control when performing balances, shape jumps.</li> <li>• To develop technique in the barrel, straight and</li> </ul>

	<p>forward roll</p> <ul style="list-style-type: none"> <li>• To develop a sequence</li> <li>• To recognise changes in my body when I do exercise.</li> <li>• To remember and repeat actions and shapes.</li> <li>• To say what I liked about someone else's performance.</li> <li>• To use apparatus safely and wait for my turn.</li> </ul>
<p><b>History</b></p> <ul style="list-style-type: none"> <li>• To know events beyond living memory that are significant nationally or globally</li> <li>• 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</li> </ul> <p>Extraordinary Explorers</p> <ul style="list-style-type: none"> <li>• To know Christopher Columbus was an explorer who sailed to America</li> <li>• To know Robert Falcon Scott was a British explorer who explored Antarctica</li> <li>• To know Felicity Aston was the first female explorer to ski across the Antarctic in 2012</li> <li>• To know Neil Armstrong was an astronaut and the first man to walk on the moon</li> <li>• To know Helen Sharman was the first British astronaut and know she was launched in the Russian spacecraft Soyuz in 1991.</li> <li>• To know Tim Peake was the first British astronaut to visit the ISS</li> <li>• To be able to compare the lives and achievements of explorers</li> </ul>	<p>Geography</p> <ul style="list-style-type: none"> <li>• Name the seven continents</li> <li>• Use vocabulary (port, harbour) when discussing Christopher Columbus's voyages</li> <li>• To follow directions- up, down, forwards, backwards, left and right, near and far.</li> <li>• To draw picture maps and make a map of a journey</li> </ul> <p>Extraordinary Explorers</p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents.</li> <li>• Use world maps, atlases and globes to identify continents.</li> </ul>
<p><b>Music - Charanga scheme - In the groove</b></p> <p>To listen to a variety of different genres of music</p> <p>To perform vocal warm ups</p>	<p><b>DT</b></p> <ul style="list-style-type: none"> <li>• Understand and make simple levers and sliders - moving pictures - Sliding pictures for Christopher Columbus sailing across</li> </ul>

<p>To know what pitch, tempo, pulse, rhythm is</p> <p>To sing a song in 6 different styles - blues, baroque, Latin, Bhangra, Folk and Funk</p> <p>To play instruments with the song</p> <p>To perform a song</p>	<p>the sea , rocket shooting up to the moon</p> <ul style="list-style-type: none"> <li>• Use a hole punch</li> <li>• Use split pins - split pin astronaut</li> </ul>
<p><b>PSHE - Dimensions</b></p> <ul style="list-style-type: none"> <li>• To learn to eradicate germs and the spread of diseases by washing hands</li> <li>• To understand how germs spread infections and diseases</li> <li>• To learn about where vegetables and fruit grow</li> <li>• To learn to make simple choices that improve their health and well-being e.g. healthy eating</li> <li>• To understand the need for protein as part of a balanced diet</li> <li>• To recognise which types of food are healthy</li> <li>• To apply their knowledge of healthy eating to plan a menu for a themed party</li> <li>• To make positive real-life choices</li> <li>• To understand the need for physical activity to keep healthy</li> <li>• To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</li> <li>• 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</li> </ul> <p>Lesson 1 - Washing hands</p> <p>Lesson 2,3,4 - Healthy Eating</p> <p>Lesson 5 - Physical activity</p> <p>Lesson 6 - Comparisons</p>	<p><b>RE</b></p> <p><b><u>1.6 Who is a Muslim and how do they live? (Part 1)</u></b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• Think, talk about and ask questions about Muslim beliefs and ways of living</li> </ul> <p><b><u>What do people think about God?</u></b></p> <p><b><u>What do Muslims think about God?</u></b></p>
Visitors or Experiences	

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