

Sustainability 2

Key Question: What can you do to look after our planet?

English: Children will develop skills in English through a combination of RWI sessions in which children are grouped according to their stage of phonic knowledge development and whole class teaching.

Reading: In group reading sessions, including RWI and across the curriculum children will continue to apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound to grapheme; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; re-read these books to build up their fluency and confidence in word reading. Children will also continue to build on their sight vocabulary of common exception words with many opportunities linked to their RWI texts and group reading books. Whole class focus words this half term: friend, full, here, school, there, were, where. In addition children will be taught to read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).

Comprehension: In all reading opportunities across the curriculum children are taught strategies to develop comprehension skills including; 'Find it - Prove it', listening to and discussing a wide range of poems, stories and non-fiction at a level both at and beyond which they can read independently. Discussion sessions encourage children to make links to what they read/hear and their own experiences. Children will continue to share, retell and become familiar with the Year 1 key stories. Children will be encouraged to make inferences and predictions based on what has been read or read to them.

All writing objectives will be modelled across the curriculum and taught specifically through RWI sessions/ Hold a sentence activities. Spelling rules will be introduced weekly and assessed through labelling, missing word activities and independent application.

Writing – Transcription: Focus spelling rules: The trigraph 'igh'; The vowel digraph 'ar'; The vowel digraph 'er' (unstressed) 'er' (stressed); The vowel digraph 'ir' and 'ur'; Adding -er and -est to adjectives where no change is needed to the root word; To spell days of the week/Common Exception Words. Name letter of the alphabet in order and begin to use letter names to distinguish between alternative spellings of the same sound.

Writing – Handwriting: To form lower-case letters in the correct direction, starting and finishing in the right place. Daily handwriting sessions will also continue to teach joins as follows: Unit 23: horizontal join oo; Unit 24: horizontal join to Set 3 letters, or, ore; Unit 25: fourth join, of ff; Unit 26: fourth join to Set 2 letters, wl, rl; Unit 27: break letters, b, p, g, q, y, j, z; Unit 28: revising the four joins, ai, al, ol, ow (taken from the Nelson Scheme).

Writing – Composition: Children will continue to develop their ability to write in sentences by saying aloud what they are going to write about; composing a sentence orally before writing them; discuss what they have written with an adult or their peers; re-read what they have written to check that it makes sense. In addition, children will be taught to sequence sentences to form a short narrative. This will be done through scaffolded proof-reading activities in RWI as well as across the curriculum.

Writing – G, V & P Children continue to develop consistency and independence to: leave spaces between words; to punctuate sentences using a capital letter and a full stop; use capital letters correctly. Also build on from work last half term on question marks to punctuate question sentences and introduce use of exclamation marks.

Possible linked texts: **Science** – Oliver's Vegetables; Avocado Baby; The Tiny Seed; Ten Seeds; The Growing Story; Grandpa's Garden; The Enormous Potato; The Last Wolf; Bonkers about Beetroot; **Geography** – Where the Forest Meets the Sea; Lost and Found; Penguin Small; The Ugly Five; **DT** – Beans on Toast, The story of Baked Beans; Sticky Jam, The Story of Sugar.

In addition – a variety of non-fiction texts will be shared with the children and available to the children to look at with links to plants and growing, sustainability, hot and cold places in the world, food and nutrition.

Possible writing opportunities, including cross curricular: Lists – packing a suitcase for travel to hot or cold places; Postcards from hot or cold places; Posters linked to climate change/change over time; Character descriptions using the text The Ugly Five; Labelling names and parts of plants and trees; Mother's Day poems; Recipe/ Instructions to make a fruit/potato salad; Thank you letter to staff at Azure Garden Centre and/or recount of the visit; Statements/facts about climate change and/or the Hindu festival of Holi and the Christian Tradition of Lent; Retelling aspects of the Easter story. This list is not exhaustive and may be subject to change dependent on children's suggestions and interest as the term progresses.

Maths: Daily 'Hi 5' maths meetings to consolidate and apply skills and concepts – 1. Counting, 2. Calendar work, 3. Problem solving, 4. Times tables, 5. Basic skills

Place Value (within 50) – Count to 50 forwards and backwards, beginning with 0 or 1, or from any number; Count, read and write numbers to 50 in numerals; Given a number, identify one more or one less; Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least; Count in multiples of twos, fives and tens.

Small steps covered: Numbers to 50; Tens and Ones; Represent numbers to 50; One more, one less; Compare objects within 50; Order numbers within 50; Count in 2s; Count in 5s.

Length and Height – Measure and begin to record lengths and heights; Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

Small steps covered: Compare lengths and heights; Measure length (1); Measure length (2)

Weight and Volume – Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.

Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

Small steps covered: Introduce weight and mass; Measure mass; Compare mass; Introduce capacity; Measure capacity; Compare capacity.

Cross curricular links to include the weighing and measuring of fruits, vegetables and ingredients for recipes and heights of plants.

History: Covered in Spring 1

Geography: Hot and Cold Places

Children will learn songs and rhymes to help them name the world's seven continents and five oceans. Using songs, video clips, interactive maps, atlases and a globe, children will identify and locate continents and oceans as well as hot and cold areas of the world in relation to the Equator and the North and South Poles. Children will sort animals according to where in the world they live (polar regions/close to the equator) and begin to consider the impact of climate change on the extremes of the earth. What happened to animals living in the polar regions if the earth continues to warm and the icecaps continue to melt? What happens to animals living near the equator if drought and high temperatures damage/destroy habitats – reference to the bush fires in Australia.

Key Vocabulary: North Pole; South Pole; Equator; desert; hemisphere; humid; scorching; camouflage; meerkats; penguins; polar bears.

Sticky Knowledge: Not all deserts are covered by sand, only 20% of all deserts are covered with sand; During the South Pole winter (mid March to mid September) it is dark all the time and during Summer it is light all the time; Even though we think they should be, not all deserts are hot. two of the world's

biggest deserts are in the North and South Poles; Polar bears and penguins are able to keep warm because they have blubber inside their skins; The largest hot desert in the world is the Sahara and the largest cold desert is Antarctica; Hot deserts are usually very hot during the day but can get very cold at night. Some hot deserts can reach freezing point at night; Despite the low temperatures over 4 million people live in the polar regions.

Literacy links will be made through stories such as Lost and Found, Penguin Small and The Ugly Five.

Science: Plants (British Science week: w/b 9.3.2020)

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; Identify and describe the basic structure of a variety of common flowering plants, including trees.

Working scientifically, children will be encouraged to/given opportunities to: ask simple questions, recognising that they can be answered in different ways; observe closely, using simple equipment; perform simple tests; identify and classify; use their observations and ideas to suggest answers to questions; gather and record data to help in answering questions.

Investigation: Children will predict and observe what happens to plants when they are given too little or too much water.

Children will take a walk around the school grounds to identify and name common flowering plants and trees. We will use photographs, videos and information books to include other common varieties not necessarily found within NHFS. Using these sources as well as real plants we will observe closely the parts of plants in order to be able to draw and/or label examples. Children will begin to see the similarities and differences between flowering plants and trees. Making links across the curriculum to geography and DT, children will be asked to sort given images into groups such as flowers/trees, evergreen/deciduous, edible/not edible, grown in the UK/not grown in the UK.

Key Vocabulary: buds, bulbs, deciduous, evergreen, trunk, vegetable, wild plants, environment, blossom, petals, branches.

Sticky knowledge: Some trees can live for thousands of years; Some plants are carnivores, a well known example of a carnivorous plant is the Venus Flytrap; Around 2000 different types of plants are used by humans to make food; Bamboo can be a fast growing plant, some types can grow almost a metre in just one day; Touching poison ivy will cause an allergic reaction, usually in the form of an itchy rash on the skin; As well as looking beautiful, trees help purify the air and provide food and shelter for all sorts of creatures; Water and nutrients travel up the tree trunk, through the branches and a;; the way out to the leaves.

We also plan to take the children to visit Azure Garden centre to see the 'behind the scenes' planting and growing. This will give them an insight to the technology that is involved with large scale production. We hope to also plant seeds or seedlings provided by Azure Garden centre to bring back to school to nurture and observe.

Computing: Electronic card making – linked to Mother's Day

Use technology purposefully to create, organise, store, manipulate and retrieve digital content; Recognise common uses of information technology beyond school; Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Using photographs (supplied by parents) of themselves and their mothers, clip art and text, children will use simple apps such as PicCollage to create a digital card for Mother's Day (22.3.2020). We will also look at websites such as Funky Pigeon and Moon Pig to see how technology is used to create cards. Discussion opportunities linked to sustainability – should we send ecards rather than print/post real cards? Children will be encouraged to consider the environmental impact of people sending cards to mark special occasions. This will also give further opportunity to talk about reusing or recycling cards in different ways – including making gift tags or bookmarks.

PE: NUFC – multi-skills

Master basic movements including running, jumping, throwing and catching, as well as develop balance agility and co-ordination, and begin to apply these in a range of activities; Participate in team games, developing simple tactics for attacking or defending.

Sessions this half term will be led by NUFC foundation. Children will participate in a range of activities enabling them to develop and improve their skills, stamina and understanding of how to stay fit, active and healthy.

Art: Covered in Spring 1

DT: Nutrition

Understand where food comes from; Use the basic principles of a healthy and varied diet to prepare dishes.

In school we will be planting seed potatoes to see if we can successfully grow our own. This will give the opportunity to talk about sourcing fruit and vegetables locally or growing our own at home/in allotments and the possible benefits/impact on the environment. We will read stories such as Beans on Toast – the story of baked beans and Sticky Jam – the story of sugar, to help children begin to understand where our food comes from – Farm to Fork.

Children will learn about what is meant by a healthy and varied diet, identifying healthy foods and foods higher in fats and sugars. They will also learn the basics of hand and food hygiene, safe food preparation and chopping skills when they design and prepare their own fruit or potato salads.

Music: Singing – with NB in PPA cover.

Find their singing voice and use it confidently; Sing with a sense of awareness of pulse and control of rhythm; Sing songs expressively; Perform

Recycle It – Children will continue to rehearse their (much loved!) song about recycling in preparation to perform in a whole school assembly.

Identify the pulse in different pieces of music; Perform a rhythm to a given pulse; Identify long and short sounds in music; Accompany a chant or song by clapping or playing the pulse or rhythm; To explore different sound sources; Make sounds and recognise how they can give a message; Identify and name school instruments; Create and choose sounds in response to a given stimulus A range of activities using percussion instruments in school and the body as percussion – these may be able to be incorporated into the class performance of Recycle It.

PSHE: All three core themes are touched on but focus is on Core theme 1 – Health and Wellbeing

It is anticipated that much of the PSHE will be covered through discussion arising from the work we do in Science, DT and Computing. We will be considering people's feelings and the impact different environments can have on health and wellbeing. We will make links to the overarching theme of sustainability. Other incidental opportunities will arise through the story books shared in class, which are voted for by the children themselves and therefore cannot always be planned for. In singing and PE sessions we will make explicit links to singing in groups and exercise and the positive benefits to mental health and wellbeing. In addition, we will include opportunities to discuss and consider physical and emotional safety with regards to work on E-Safety.

RE: Covered by NB in PPA, following the SACRE syllabus

Hinduism – Festivals: Holi (9th and 10th March) Children will learn about aspects of Holi and the legend of demon king Hiranyakashyap – whole school assembly. **Christianity** – Festivals and Celebrations: Children will learn about aspects of Christian lifestyle and what makes Christian lifestyle distinctive; About some of the ways in which belief and practice shape Christian lifestyle.

The focus this half term specifically will be: Holy Week; Easter; Lent; Shrove Tuesday; Ash Wednesday; Mothering Sunday; Jesus' Crucifixion; Passover; Last Supper; Resurrection.

Visit/Visitors/Resources:

Spring 2, with Year 2 - Visit to Azure Garden Centre, date tbc