

## Aspirations 2

**Key Question:** What do you want to achieve when you grow up?

**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 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: a; be; by; has; he; his; I; is; me; my; no; of; one; said; she; the; was; we; you; your.

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 missing word activities and independent application.

**Writing – Transcription:** Focus spelling rules: The sound /ch/ spelt 'ch' and 'tch'; The sound /v/ at the end of words spelt 've'; The digraphs 'ai' and 'oi'; The digraphs 'ay' and 'oy'; The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe'; The sound /ee/ spelt 'e' and with the vowel digraph 'ee'; The vowel digraph 'ea'

**Writing – Handwriting:** Continue to form lower-case letters in the correct direction, starting and finishing in the right place – where appropriate children will also be introduced to the first joins using book 1b/Unit 15 onwards from the Nelson Handwriting Scheme. Correctly form digits 0-9 – although some work on this has been successful for some children, ongoing, relentless focus is required to ensure any bad habits are replaced with accuracy for all children.

**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 and will also be expected to discuss what they have written with an adult or their peers.

**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 a capital letter for names, places, the days of the week, and the personal pronoun 'I'. They will also be introduced to the use of question marks to punctuate question sentences when composing questions to ask Sir John Hall or members of Little Mix.

**Linked texts:** Charlie the Fire Fighter – following on from Bonfire safety and linked to raising aspirations – Charlie is a female fire fighter; The Elves and the Shoemaker – linked to science work on materials

**Possible writing opportunities, including cross curricular:** Bonfire Night safety; invitation to parents for our coffee morning; describing properties of materials; recording findings following science investigation; comprehension activity and/or opinion piece linked to Charlie the Fire fighter; Should girls be fire fighters? Oral retell of the story of the Elves and the Shoemaker/sentence work-supported rewriting of the story / story mapping / tweak to make it our own – using the familiar structure. Composing questions to ask our focus famous people; Fact Files – on the Metrocentre and/or the Angel of the North/Little Mix/Sir John Hall; Recount following trip/visit; Letters/lists for Santa

### 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

Complete White Rose **Block 2 – Number – Addition and Subtraction (within 10)**

Represent and use number bonds and related subtraction facts within 10; Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs; Add and subtract one digit numbers to 10, including zero; Solve problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

**Small steps covered:** Number bonds for numbers within 10; Systematic methods for number bonds within 10; number bonds to 10; Compare number bonds; Addition – adding together; Addition – adding more; Finding a part; Subtraction – taking away, how many left? Crossing out; Subtraction – taking away, how many left? Introducing the subtraction symbol; Subtraction – finding a part, breaking apart; Fact families – the 8 facts; Subtraction – counting back.

**Block 3 – Shape – Recognise and name common 2D shapes, including: rectangles, squares, circles and triangle; Recognise and name common 3D shapes, including: cuboids, cubes, pyramids and spheres.**

**Small steps covered:** Recognise and name 3D shapes; Sort 3D shapes; Recognise and name 2D shapes; Sort 2D shapes; Patterns with 3D and 2D shapes.

**Block 4 – Place Value (11 to 20) – Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number; Count, read and write number to 20 in numerals and words; 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.**

**Small steps covered:** Count forwards and backwards and write numbers to 20 in numerals and words; Numbers from 11 to 20; Tens and ones; Count one more and one less; Compare groups of objects; Compare numbers; Order groups of objects; Order numbers.

**History – Famous People:** Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Following on from our work on Florence Nightingale last half term, we will add to a timeline significant dates and events that we learn about this year. This half term we will find out about Sir John Hall (wealth), where (North Seaton, Ashington) and when (21.3.1933) he was born, grew up (attending Bedlington Grammar School) and lives today (Wynyard Hall stately home); about his humble beginnings (as a miner's son) to his successful businesses, companies, fame and wealth (in excess of £75 million) We will consider the personal qualities and character someone might need to aspire to and achieve this kind of success. We will watch interviews with him and compose our own questions that we would like to ask him, if we were given the opportunity to meet him. Other possible written activities: fact file of basic information about The Metrocentre, recount of trip to the Metrocentre, letter of thanks to either Sir John Hall himself or someone involved in helping to organise our trip...

Little Mix (fame). We will learn about how (Factor winners) and when (2011) the band was formed. We will find out about the backgrounds/family life of the girls, including where they were born (2 members from South Shields), grew up and the jobs/careers their parents had/have. We will discuss at an appropriate level the reality and experience of aspiring to be famous, the pros and the cons of touring and becoming so famous at a young age as well as the responsibility to be role models for others. This will include a brief look at the online bullying suffered by band member Jade. Some extracts from interview may be used, providing they can be isolated appropriately. We will find out about other work/activities the band members are involved in (Rays of Sunshine charity, Comic relief and Children in Need). Again, we will consider the personal qualities needed to aspire to and become successful in the entertainment industry. Literacy links – writing lists (pros and cons); a letter to the band/a member of the band; fact file

**Geography – Local Area – carried over from Aut 1**

Children will learn to: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Children will use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, sea, ocean, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

In order for children to begin to understand New Hartley's place in the world, we will learn about the UK, naming and locating the four countries and their capitals. We will label maps and mark on Northumberland, including New Hartley Village. We will discuss reasons why people move/relocate, making links to aspirations (work/quality of life) and mark on a class map places the children or their families have moved from/to. We will also mark places we have visited/landmarks. Children will learn what is meant by physical and human features in geography. In addition to a walk around the village, we will look at aerial photographs of New Hartley and the north east coast line to identify key physical and human features including places that they are familiar with such as NHFS, Seaton Delaval Hall, Arrighi's ice cream shop, using appropriate directional and positional vocabulary. We will annotate simple maps/plans of New Hartley and the surrounding area to mark familiar routes – including the walk up The Avenue from school for the Tour of Britain. Focusing on the village itself, we will identify facilities and amenities available within the village, as well as thinking about the reasons we have to venture beyond the village such as healthcare, leisure/entertainment facilities, supermarkets, fuel. We will list all the reasons the children currently leave the village including for lessons/hobbies.

**Science – Complete work on Materials** Children should be taught to: distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; describe the simple physical properties of a variety of everyday materials; compare and group together a variety of everyday materials on the basis of their simple physical properties.

Children will continue to develop and use new vocabulary to describe properties of materials. Children will carry out two different investigations as part of their work on materials – Making links to the story Puss in Boots, children will be asked to investigate which material would be best to make an umbrella for Puss to help him stay dry on his walk to London. They will also be asked to investigate which material would be best to make a bridge to cross a river, working in groups to build their bridges using a range of everyday materials. Children will be encouraged to explore how rolling/folding and joining materials can give them more strength. The investigations will give children the opportunity to learn about fair testing at an age appropriate level as well as working collaboratively to solve problems.

### Computing

**E-safety** – Links to work on Little Mix – online behaviours and cyber bullying. Children will learn to: use technology safely and respectfully, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Illustrating an e-book** – We will use illustrating software available through school360 and iPad apps to create a series of images to match the text from The Elves and the Shoemaker. These will be collated to create a class eBook.

Children will learn to use purposefully to create, organise, store, manipulate and retrieve digital content.

### PE: NUFC, multi-skills (1/2 term)

Children will : master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending

Led by coaches from NUFC Foundation and covered by NB in PPA time for one session and follow up session led by JB each week.

### Art: links with Science/Materials

Children will to use a range of materials creatively to design and make products; to use sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Textiles** Join materials using glue and use weaving to create patterns. – possible outcomes – Christmas crafts – Pinecone weaving activity to make a hanging decoration. Christmas tree weaving – using strips of coloured fabric/ribbon and thick card to create an attractive hanging Christmas tree decoration.

**Sculpture** Use rolled up paper, straws, paper card and clay as materials to create: 1 - a bridge structure – taking inspiration from the bridges that span the Tyne in Newcastle and Gateshead. 2 – Take inspiration from the greats –Anthony Gormley – The Angel of the North. We will learn about the materials, structure and dimensions of the Angel as well as begin to explore how art work can be emotive – the very different opinions that were voiced at the time of the erection of the Angel of the North. Children will work in groups to attempt to recreate a small model of the enormous structure. They will be encouraged to think about the scale of wing span to height and consider the materials they could use – drawing on their growing knowledge from work in science.

### Music:

Children will learn to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.

Covered by NB in PPA time – to include an example of a football chant (links with Sir John Hall and NUFC). Also, signing practices for Christmas performances.

**PSHE** Core theme 1: H15 – to recognise that they share responsibility for keeping themselves and others safe. H16 – What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. Core theme 2: R1 – to communicate their feelings to others, to recognise how others show feelings and how to respond. R2: to recognise that their behaviour can affect other people. R3 – the difference between secrets and nice surprises(that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. Core theme 3: Living in the wider world. L5 – what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these including conserving energy.

Much of the PSHE will be covered through discussion from the work we do on Jade/Little Mix. However, other incidental opportunities will arise through the nature of getting on and falling out in Y1, at home as well as at school and the story books shared in class. Some aspects will be covered alongside our geography work – looking at our school/village and how we can ensure it continues to be a safe and happy place to live for all of us, including local wildlife.

### RE:

Christianity: God and Jesus; Christianity: Festivals (Advent (1.12.19 – 24.12.19, Christmas 25.12.19); Judaism: Festivals (Hanukkah 22.12.19 – 30.12.19)

Children will learn: that Christians think of God as a loving parent or friend; that Christians believe that we are dependent on God for life itself; that Christians think of God as the Creator; that Jesus is special to Christians; about some of the events of Jesus' life; know about the main events in Jesus' life; appreciate that Jesus is very special to Christians; know that for Christians the Bible is the main source of information about Jesus; about aspects of the festival of Christmas; about aspects of the festival of Hanukkah (different cultures, customs and traditions of people living in the UK)

Covered by NB in PPA, following the SACRE syllabus.

### Visit/Visitors/Resources:

**Y1 Coffee morning** – parents to join us to share stories, find out what we have been learning – this will be led by pupil voice – children will decide what they would like to share.

**Village walk around** – Linked to the geography work and also prior to the Metrocentre visit to help give context to the major differences between the size and variety of facilities available.

**Angel of the North** – to promote awe and wonder, and to appreciate the sheer size of the sculpture – could coincide with the trip to the . .

**Metrocentre** – to see first-hand the accomplishments of Sir John Hall's building company. This will also be an opportunity for children to venture beyond the village and local shops and to be wowed by the wonderful Christmas decorations on display around the shopping centre. If this trip can be organised towards the end of the half term, we may be able to include a visit to Santa? – TBC dependant on transport and cost

Possible visit or FaceTime from **Maddy Banks and/or AJ Bentley** – touring and West End musical theatre stars and winner of BBCs 'Let it Shine' casting competition. This opportunity would allow children to ask questions about working in musical theatre, singing and acting. They would also learn about 'normal' lives of actors/performers including the challenges and successes.