

Sustainability 1

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 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: *are, ask, come, do, go, house, love, once, our, pull, push, put, says, so, some, they, to, today.*

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 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'; The sounds 'igh' and 'ee' spelt with the vowel digraph 'ie'. *To spell days of the week.*

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 18: diagonal join to set 4 letters; Unit 19: diagonal joins to the top of Set 1 letters, Unit 20: diagonal joins to the top of Set 2 letters; Unit 21: diagonal joins to the top of Set 3 letters, Unit 22: to form and join from 'w'; Unit 23: practising the horizontal join (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 and will also be expected to discuss what they have written with an adult or their peers. In addition, children will be taught to re-read what they have written to check that it makes sense. 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.*

Linked texts: Curious Pearl, Science Girl Identifies the reasons for Seasons – linked to science; Dragons in the City – a story about a family celebrating Chinese New Year and their customs – RE/PSHE link; Messy Magpie – linked to sustainability, recycling, litter and what we can do ourselves to help look after our planet; The Lighthouse Keeper's lunch – linked to seaside study, looking after our beaches and coastal wildlife; Don't throw that away! – linked to recycling; The Why should I... series, which includes: save energy, save water and recycle – to help children understand the importance of looking after our planet and how we can take responsibility for aspects of this; Somebody swallowed Stanley – impact of littering on our seas and beaches.

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 life in Victorian Britain.

Possible writing opportunities, including cross curricular: New Year's resolutions; Chinese New Year – similarities and differences to how we might celebrate; Seaside features, labelling and sentence work; Persuasive writing linked to recycling/not littering; Postcard to a class/child who do not live near the coast; Information/ factual sentences about life as a rich/poor Victorian child; Labelling and sentence work linked to coal mines; writing in role as a child in a Victorian classroom; Lists of classroom rules and comparisons to today's expectations; Instructions – how to play a game from Victorian times; Opinion piece – *Would we be prepared to spend less time playing on our electronic devices in favour of some of these games?* Poem – linked to weather/winter – use of appropriate adjectives. 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

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.

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.

Addition and Subtraction within 20 – *Represent and use number bonds and related subtraction facts within 20; Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs; Add and subtract one-digit and two-digit numbers to 20, including zero; Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$*

Small steps covered: Add by counting on, Find and make number bonds, Add by making 10, Subtraction – not crossing 10, Subtraction – Crossing 10 (1), Subtraction – crossing 10 (2), Related facts, Compare number sentences.

History: Beyond living memory 19th century 1830s – 1901 – Victorian Britain

Develop an awareness of the past; Use common words and phrases relating to the passing of time; Know where all people/events studied fit into a chronological framework; Identify similarities/differences between periods; Ask and answer questions; Understand some ways we find out about the past; Choose and use parts of stories and other sources to show understanding; Identify similarities/differences between ways of life at different times;

We will look at a timeline of key events during the 19th century, why this period is known as the Victorian times as well as making specific reference to mining communities, transport and family life. Links will be made to time period and previous work on Florence Nightingale to help with context.

Mining – New Hartley as a mining village – discuss what this means. Introduction to coal mines – basic information to be built upon in Y2; label key features of a mine; understand who would have worked down the mine and how this would affect the whole family's day/week. Children will begin to understand that mining families were poor families. Make links to sustainability – coal as a power source, people lived near where they worked and so on.

Transport – to include specifically the penny farthing as one of the earliest bicycles and charabanc, a type of horse drawn vehicle or early motor coach, usually open topped. Children will be shown images of vehicles from the Victorian period through to today and asked to order chronologically. Links to sustainability – fuel/power source and impact on the environment. Discuss the move back to using bicycles as main transport and how this would benefit the environment.

Family life (home) – Life as a Victorian child – children will learn about key aspects of family life for children living in the Victorian period and how these would have been vastly different for rich and poor families. Discuss similarities and differences to life today. School – find out who went to school, what school would have been like and how Queen Victoria changed the law to allow all children free education. Key vocabulary to include: quilt – a warm and heavy covering put on a bed, today we have duvets. Washing dolly – a tool used to wash laundry – compare

with how this is done today. Gruel – food consisting of cereal (oats, wheat or rye), flour or rice – boiled in water or milk – sustenance for poor families. Compare diets with that of rich families. Over 100 years ago, no take away food places – first fish and chip shops opened 150 years ago. Games – most popular played by children in Victorian times were marbles, hopscotch, blind man's buff and blow football – no TVs or electronic games. Which games do we know how to play or still play today? Make and play a blow football game and/or peg dolly. Would we be prepared to spend less time playing on our electronic devices in favour of some of these games? Very few books – very few poor children would know how to read.

Geography: Seaside study

To understand seasonal and daily weather patterns in UK; To use world maps, atlases and globes to identify UK and its countries; To use simple fieldwork and observational skills to study the geography of the school and its grounds.

Children will learn the generic features of a seaside and be able to use key vocabulary such as: cliff, rockpool, tide, beach, lighthouse, island, ocean. Children will learn about the impact litter is having on our beaches and sea life. We will learn about ways in which we can protect our beaches and will visit our local beach (Seaton Sluice) to identify key features talked about in class as well as to conduct a litter pick. We will be able to use this experience to inform writing – to include a persuasive text about enjoying our local beaches whilst also protecting and preserving them for future generations.

Making links with history – children will also learn about Punch and Judy shows, how they became a major seaside attraction during Victorian times. Children will be able to script and perform their own Punch and Judy style shows. In addition, they will learn the song 'Oh I do like to be beside the seaside', which was first recorded more than 100 years ago.

Science: Seasonal change

Talk about what they see and do; Use simple charts to communicate findings; Identify key features; Ask questions; Test ideas suggested to them; Say what they think will happen; Use first hand experiences to answer questions; Begin to make simple comparisons; Make observations using appropriate senses; Record observations; Communicate observations orally, in drawing, labelling, simple writing and using ICT.

The focus this half term will be on winter and early signs of Spring. Using the 4D enabled text Curious Pearl, Science Girl – The reasons for Seasons, children will learn about typical seasonal weather, the length of days and why and when they change. Using the compatible iPad app, children will be able to scan pages of the book to open short videos to further model the explanations given by Curious Pearl in her story. Key sticky knowledge for this half term will be: When we have summer, it is winter in the southern hemisphere. When we have winter, it is Summer in Australia. Seasons change throughout the year because of the way the Earth travels around the sun.

We will be able to recap what we already know about the seasons and match typical UK temperatures to each season. Children will learn that thermometers are used to measure the temperature and will carry out and record temperature readings in our school grounds.

Computing: E-safety

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.

As this half term ends with World Safer Internet Day (11th February) the aim will be that all children understand the reason for their individual network logins and passwords for use in school and for websites such as Maths Seeds. Opportunities will be given for children to practise logging in and out of the school network, placing as much importance on logging out – to protect themselves from account misuse. Children will be able to use out computing sessions to demonstrate their ability to use technology safely and respectfully as well as improve their confidence in using keyboards when we use the computing suite - as many children are more used to using touch screen technology and require additional support and familiarisation with desktop computers.

PE: Gymnastics – linked to traditional tales/reading

Can explore gymnastics and still movements; Can move safely and with confidence; Can know how to carry and place equipment; Can watch, copy and describe what others have done; Can perform movement phrases using a range of body parts and actions.

Gymnastics this half term provides opportunities for children to learn and practise a variety of skills, including travelling movements, rolls, jumps and balances. Each lesson is based on a different traditional tale and uses the characters and story ideas to provide opportunities for children to develop control, agility and coordination. By making links to well-known traditional tales, it is hoped that children will be able to see how we can take inspiration from books/stories in any subject and enrich vocabulary too. Week 1 – The Three Billy Goats Gruff, Week 2 – The Three Little Pigs, Week 3 – The Gingerbread man, Week 4 – Goldilocks and the Three bears, Week 5 – The Enormous Turnip, Week 6 – The Whole Story

Each session will include planned warm ups and cool downs and links will be made to PSHE curriculum helping children to begin to understand the importance of healthy bodies and healthy minds.

Art: Printing

Respond to ideas and starting points; Explore ideas and collect visual information; Explore different methods and materials as ideas develop; Use objects to create prints; Press, roll, rub and stamp to make prints; Describe the work of notable artists, artisans and designers; Use some of the ideas from artist studies to create pieces

This half term will focus on the printing aspect of the curriculum. Children will use a range of objects to create prints and press, roll, rub and stamp to make prints. Links will be made to maths sessions initially – using 3D objects to print 2D shapes, making patterns that include colour, shape and orientation of shapes.

Children will also use vegetable prints. Can children identify vegetables from their prints?

This will lead us into finding out about the work of Arcimboldo – using fruits and vegetables to create images. We will look at Arcimboldo's paintings of the four seasons (links to Science work) Children will be encouraged to express their thoughts and opinions on these works as well as begin to identify how they represent each season.

DT: Covered in Spring 2 – though some skills will be applied when making blow football game/peg dolly.

Music: Singing with tutor, Flora SLA (Spring 1)

Find their singing voice and use it confidently; Sing with a sense of awareness of pulse and control of rhythm; Follow pitch movements with their hands and use high, middle and low voices; Recognise phrase lengths and know when to breathe; Sing songs expressively

Weekly sessions led by Flora, supported by Mrs Banks – children will learn songs, including: Recycle It; Dustbin; This Old Man and Michael Finningan. These songs will be used to help teach the children about the different elements of singing as well as to learn to sing in rounds. Children will be introduced to the hand signals – Solfege – to help them see as well as hear when notes change within a song.

Music also covered by NB in PPA time

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

Learn the song 'Oh I do like to. Be beside the seaside' – linked with history and geography work.

A range of activities using percussion instruments in school and the body as percussion.

Listen to Vivaldi's 4 seasons – link to seasonal change in science Musical elements as per progression document

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 on life in Victorian Britain and comparing that to life today. 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 PE sessions we will make explicit links to 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 too.

RE: Hinduism – Festivals and Celebrations and Lifestyles

Children should learn:

[About aspects of Hindu lifestyle and what makes Hindu lifestyle distinctive; About some of the ways in which belief and practice shape Hindu lifestyle](#)

Covered by NB in PPA, following the SACRE syllabus.

Visit/Visitors/Resources:

Spring 1, with Year 2 - Visit to a local beach – Seaton Sluice, litter pick & opportunity to take pictures of key coastal features – links to geography – seaside study as well as overarching theme of sustainability.