

YEAR 1 SPRING TERM

Key questions: What makes a great Polar Explorer?

How has Ruislip Lido changed over time?

Geography Focus: Comparing the Polar Regions to Ruislip Manor and Ruislip Lido (Maps and Locational Knowledge), weather and seasons

Knowledge

- To understand geographical similarities and differences through studying the human and physical geography of Ruislip Manor and the polar regions
- To identify things needed for different climates.
- To understand about the Polar Regions and explore how local people live.
- To identify the equator and understand what this represents in relation to climate and weather.
- Investigate our school and the local area by visiting, exploring and drawing maps of the local area and Ruislip Lido.
- Discuss similarities and differences between different maps of Ruislip Lido.
- Draw and create maps of Ruislip Woods and Lido and create keys for symbols on a map.

History Focus: Polar Explorers and Ruislip Lido
Knowledge

- Create timelines appropriate to the children.
- Asking and answering questions about their past and how the world around them have changed.
- Describe similarities and differences between 'then' and 'now'
- To identify key characteristics of an explorer.
- To learn about Captain Scott's expedition.
- Share extracts from his diary to identify how significant individuals contributed to national and global achievements.
- To learn about the similarities and differences between transport and technology used then and now.
- To compare the journeys of Roald Amundsen and Robert Falcon Scott.
- To learn about a recent explorer Felicity Aston and compare her expedition to Captain Scott.
- To identify the significance of polar explorers.
- Describe similarities and differences between 'then' and 'now' within their life surrounding Ruislip Lido and before by using a variety of sources.

Science Focus: Animals (polar), plants and seasonal changes

Knowledge

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (relate to local area and polar regions).
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores (relate to local area and polar regions).
- Describe and compare the structure of a variety of common animals (relate to Polar Regions).
- 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.
- *Observe changes across the 4 seasons**
- *Observe and describe weather associated with the seasons and how day length varies**

<ul style="list-style-type: none"> • Collect information about the local environment. • Discuss and identify human and physical geography features of Ruislip Woods and Lido. • Comparing similarities and differences between places studied throughout the year. • <i>Investigate seasonal and daily weather patterns in the U.K. *</i> • <i>Name and locate the countries and capital cities of the United Kingdom. *</i> <p><i>*Taught throughout the year</i></p>	<ul style="list-style-type: none"> • Ask questions about the past relating to Ruislip Lido and Ruislip. 	<p><i>*Taught throughout the year</i></p>
<p><u>Key vocabulary</u> map, physical, human, features, Antarctica, Arctic, Europe, continent, country, capital, route, village, equator, pole, ocean, lido, beach, woods, key, route, path, compass points, lake</p>	<p><u>Key vocabulary</u> past, present, then, now, expedition, similarities, differences, journey, exploring, technology, explorer, route, polar, lido, leisure</p>	<p><u>Key vocabulary</u> <u>Animals (polar)</u> polar, fish, mammal, fur, blubber, bird, penguin, whale, Arctic fox, Arctic hare, cod, gill, blood, egg, carnivore, omnivore, herbivore <u>Plants</u> deciduous, evergreen, plant, flower, wild, garden, petal, stem, leaf, branch, bark, root, tree <u>Seasons and weather</u> autumn, winter, spring, summer, deciduous, evergreen, hot, cold, frost, wind, thunder, lightning, cloud, snow, rain, sunshine, temperature</p>
<p><u>English Focus:</u> <u>Texts/Activities to support English learning this term:</u></p> <ul style="list-style-type: none"> • Non-fiction polar animal texts • Poles Apart • Meerkat Mail (postcard writing) • Detective Dog • Non-fiction leaflets 	<p><u>Design and Technology Focus: Peter Rabbit's MasterChef (Food technology)</u> <u>Knowledge</u></p> <ul style="list-style-type: none"> • Design and make a healthy dish using food grown by the children or shop brought products. • Investigate where food comes from. • Choose the right tools to peel, grate and chop. • Evaluate and explore a range of products. 	<p><u>Computing Focus: Digital writing and grouping data</u> <u>Knowledge</u></p> <ul style="list-style-type: none"> • To be able to type using a keyboard and edit text/font.

- Rainbow Poem
- Bog Baby
- Recounts

Knowledge

- Develop expression when reading a levelled text, develop comprehension skills.
- Reading with comprehension – literal, forming opinions, making deductions.
- Learning to appreciate rhymes and poems.
- Read and create labels, signs, captions, lists, instructions.
- Read and spell CEWs in writing.
- Learn to appreciate rhymes and poems, reciting some by heart.
- Using the spelling rule for adding 's' or 'es'.
- Spelling the days of the week.
- Use the suffixes '-ing', '-ed', '-er', '-est'
- Use the prefix 'un'
- Correct letter formation of lower case, numbers and capital letters.
- Use capital letters, full stops, question and exclamation marks in writing. Begin to edit writing for these.
- Use the personal pronoun 'I'.
- Use 'and' to join sentences and begin to use other conjunctions.
- Participate in discussions, presentations, performance, role play and debates.

- Name foods from the Eat Well plate 5 a day.
- Use the computer to create a design for their dish.
- Evaluate the product and reflect on how they could improve their product.

- Identify the term 'object' is used to describe anything that can be labelled with properties.
- To be able to group and collect data.

Key vocabulary

suffix, prefix, plural, conjunction, punctuation, rhyme, poem, sentence, capital letter, full stop,

Key vocabulary

vegetable, fruit, food groups, eat well plate, peel, grate, chop, tool names (grater, knife etc), healthy, unhealthy, design, evaluate

Key vocabulary

technology, laptop computers, desktop computers, iPad, mobile phone, screen, keyboard, mouse, base unit, trackpad,

<p>expression, character, plot, setting, opinion, audience</p>		<p>program, click, drag, type, save, mice, edit, device, font</p>
<p>RE Focus: <i>Parables and Easter</i> Knowledge</p> <ul style="list-style-type: none"> • Understand what a parable is. • Explore and retell the parables of the lost coin, lost sheep and lost son. • Identify and compare the meanings of the parables and associate these with their lives. • To learn about the festival of Easter and identify the religious symbols associated with Easter. • To learn about and retell the events of Shrove Tuesday, Ash Wednesday and Palm Sunday. 	<p>Music Focus: <i>In the Grove and Round and Round (following Charanga)</i> Knowledge</p> <ul style="list-style-type: none"> • To know 2 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • To confidently sing or rap five songs from memory and sing them in unison. • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. 	<p>Maths Focus: <i>Place Value (Within 20), Addition and Subtraction (Within 20), Place Value (Within 50), Length and Height, Mass and Volume (following White Rose Maths)</i> Knowledge</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • Read and write numbers from 1 to 20 in numerals and words • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Add and subtract 1-digit and 2-digit numbers to 20, including zero • Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ • Given a number, identify 1 more and 1 less

		<ul style="list-style-type: none"> • Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time • Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time
<p><u>Key vocabulary</u> parable, lost, Shrove Tuesday, Ash Wednesday, Palm Sunday, Easter, cross, crucifix, pancake, palm</p>	<p><u>Key vocabulary</u> rhythm, pulse, pitch, tempo, mood, composer</p>	<p><u>Key vocabulary</u> addition, subtraction, plus, minus, calculation, more than, less than, forwards, backwards, double, half, bond, mass, weight, length, height, long, short, tall, longer, shorter, taller, tallest, shortest, heavy, light, heavier, lighter</p>
<p><u>Physical Education Focus: <i>Sportshall Athletics, Sending/Receiving, Target games, Dance</i></u> <u>Knowledge</u></p> <ul style="list-style-type: none"> • To use different equipment to complete various tasks. • To practise and develop agility, movement and balance. • To participate in ball games • To practice their throwing and catching skills • To know when to move into a space within a game 	<p><u>Art and Design Focus: <i>Polar regions printing, painting and colour mixing</i></u> <u>Knowledge</u></p> <ul style="list-style-type: none"> • Explore painting with ice. • Compare two paintings of the polar region and evaluate by commenting on likes, dislikes, techniques used, similarities, and differences. • Identify different painting techniques used and explore how they have been achieved. • Identify primary and secondary colours. • Explore mixing primary colours and making darker/lighter tones. • Show imagination/ideas through painting. • Explore the work of David McEown and Frederic Edwin Church and create a painting influenced by either. • Show imagination/ideas through printing and producing a 1 colour print and 2 colour print. • Identify the items needed to paint and print. • Explore the work of Hokusai and other print makers' work. 	<p><u>Personal, Social, Health and Economic Education Focus: Being my Best, Rights and Respecting (following SCARF)</u> <u>Knowledge</u></p> <ul style="list-style-type: none"> • Explain where people get money from; • List some of the things that money may be spent on in a family home. • Recognise how a person's behaviour (including their own) can affect other people. • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others. • Identify what is meant by first aid; basic techniques for dealing with common injuries. • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health.

		<ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. (Catch it! Bin it! Kill it!)
<p><u>Key vocabulary</u> equipment, movement, ball, balance, bounce , hand eye coordination, space, dodge, run, walk, travel, throw, catch, teammate, pass, attack, defend</p>	<p><u>Key vocabulary</u> paint, secondary, primary, mix, dab, sponge, stroke, thick, thin, tone, shade, light, dark.</p>	<p><u>Key vocabulary</u> money, care, behaviour, responsibility, hygiene, food, healthy, disease, first aid, 999</p>