

Year 1 Spring 1

Out of this World

BIG QUESTION...



How big is the universe?

Have you ever looked up to the night sky and thought...

WOW, what an incredible view...I wonder...?

Well, climb into your spacesuits, jump on board *Spaceship Carlisle* and strap yourselves in as we are going on an adventure into our solar system.

This topic will explore diverse famous figures who contributed to space travel, an astronaut training day involving science investigations and the design and creation of a moon buggy.



During this half term, you will...

<p>Reading</p>	<ul style="list-style-type: none"> • Revise phonics sounds daily. • Practise reading alien (nonsense) words • Apply sound buttons to read familiar and unfamiliar words • Read common exception words • Read words containing –s and –es endings • Read words of more than one syllable • Begin to notice and correct ‘marvellous mistakes’ when reading • Read aloud accurately books that are consistent with developing phonic knowledge • Re-read these books to build up fluency and confidence in word reading • Read and share a range of stories linked to Space to develop vocabulary • Guided reading sessions in a small group with peers, developing confidence and discussion with support of an adult • The following sounds will be covered, in line with our phonics scheme ‘Little Wandle Letters and Sounds Revised’ <p>/ee/ ‘y’ e.g. funny, /e/ ‘ea’ e.g. head, /w/ ‘wh’ e.g. wheel, /oa/ ‘oe’ and ‘ou’ toe and shoulder /igh/ ‘y’ e.g. fly, /oa/ ‘ow’ e.g. snow, /j/ ‘g’ e.g. giant, /f/ ‘ph’ e.g. phone, /l/ ‘le’ and ‘al’ e.g. apple and metal, /s/ ‘c’ ice, /v/ ‘ve’ e.g. give, /u/ ‘o-e’ ‘o’ and ‘ou’ e.g. some, mother and young, /z/ ‘se’ e.g. cheese, /s/ ‘se’ and ‘ce’ e.g. mouse and fence, /ee/ ‘ey’ e.g. donkey, /oo/ ‘ui’ and ‘ou’ e.g. fruit and soup</p> <ul style="list-style-type: none"> • We will also be reviewing previously taught tricky words and learning new tricky words: any many again who whole where two school call different thought through friend work
<p>Writing</p>	<ul style="list-style-type: none"> • Text focus: <i>Here Come the Aliens</i> by Colin McNaughton • Begin to name the letters of the alphabet alongside knowing the matching sound (phoneme) • Begin to write capital letters correctly • Write lists, facts and labels – label invented aliens, write facts about their invented aliens • Compose a sentence orally before writing it • Write simple sentences that start with a capital letter and end with a full stop • Begin to identify different sentence types; statements, questions, commands and exclamations • Begin to use the question mark (?) accurately to end a written question • Begin to use the exclamation mark (!) accurately at the end of a written statement, command or exclamation • Use finger spaces in between words • Begin to use a conjunction to join ideas (and) within a piece of writing • Retell stories based on our Space topic books • Create non-fiction writing about significant individuals and significant events linked to our history focus on Space (examples: Neil Armstrong, Mae Jemison) • Hold a pencil comfortably and correctly • Ensure letters are formed correctly, of a similar size and are sitting on the line (Use Handwriting Book to support this) • Begin to write in a pre-cursive style, for those who are ready to
<p>Mathematics</p>	<ul style="list-style-type: none"> • Continue to practise forming the digits 0-9 correctly • Read and write numbers from 1-20 in numerals and words • Count forwards and backwards to 50 • Represent numbers to 50 • Know one more and one less than a given number • Understand the place value of a 2-digit number– tens and ones • Know and recall number bonds to 10 • Read, write and interpret mathematical symbols e.g. + - and = • Solve addition and subtraction problems within 20 • Compare number sentences using the < and > symbols
<p>Science</p>	<ul style="list-style-type: none"> • Identify, name and classify a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Identify and name common animals found in our locality including pets and how to look after them • Use our observations and ideas to suggest answers to questions • Observe and describe weather and the four seasons • Record data in tables

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Art and Design	<ul style="list-style-type: none"> • To study the work of Peter Thorpe • To study and draw geometric shapes overlapping and joining together • To mix white to primary colours and observe the changes • Demonstrate increased skill with a range of techniques and materials (pencil, crayon, paint collage and begin to try things out and change their minds) • To discuss similarities and differences between a piece of art • To begin to analyse pieces of his artwork by describing what they can see and explaining what they think or feel about it. (Discussion around colour and medium used)
Computing	<ul style="list-style-type: none"> • Understand and explain what an algorithm is • Follow instructions precisely to carry out an action • Explore instructions through direction and movement with Beebots • Understand that computers and devices around us use inputs and outputs • Understand and be able to explain what 'decomposition' is
History	<ul style="list-style-type: none"> • Use a range of sources to find out about the past • Explore a significant event beyond living memory (Neil Armstrong first man on the Moon) • Explore a significant event beyond living memory (Laika the dog) • Explore the life of a significant individual from the past (Mae Jemison)
P.S.H.E	<ul style="list-style-type: none"> • Set simple goals • Set a goal and work out how to achieve it • Tackle a new challenge and understand this might stretch my learning • Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • Tell someone how I felt when I succeeded in a new challenge and how I celebrated it
Physical Education	<p>Indoor PE will continue to focus on Fitness;</p> <ul style="list-style-type: none"> • Develop knowledge about how exercise can make you feel and how exercise can make you strong and healthy. • Develop knowledge about how exercise relates to breathing. • Develop my understanding of how exercise helps my brain and how exercise helps my muscles. • Begin to understand the importance of daily exercise. • Developing skills of hula hooping, individual skipping and taking part in circuits to improve stamina and agility. <p>Outdoor PE sessions will focus on Invasion Games;</p> <ul style="list-style-type: none"> • Develop dribbling towards a goal. • Understand what being 'in possession' means. • Develop passing to a team mate with your feet. • Develop dribbling a ball with your hands. • Develop throwing to a teammate • Move into a space showing awareness of defenders. • Develop taking a ball towards a goal.
Religious Education	<ul style="list-style-type: none"> • Know what it means to belong to different groups • Know how a religious group would welcome someone new • Know how our actions reflect our values • Key speaker religious visitors – to find out what is important to them
ALZ	<p>The ALZ or Active Learning Zone is a separate area to the classrooms run by a dedicated member of staff, six children from each class access the provision each session. Children are able to explore their learning in an active and practical manner and are set challenges and tasks which extend their learning and problem-solving skills. The teacher can use these opportunities to observe learning and make assessments.</p>

TOP 5 WORDS to know by the end of this topic:



Earth

Planets

Gravity

Asteroids

Astronauts

Great books you could read:

