

Year 1	Is it our responsibility to help? Spring 2		
Consequences	Choice	Responsibility	
<p>Key Questions</p> <ul style="list-style-type: none"> • How can we use our key concepts (consequences, choice, responsibility) in our learning? • Where do we live? • What is the environment like where my school is located? • How has the environment changed over time at our school? • How has the weather changed since I was born? • Who do people look after the environment? • What changes could I make to help the environment? 		<p>Essential Knowledge</p> <ul style="list-style-type: none"> • I know that I live in Stafford which is a town in the country of England which is in the continent of Europe. • I know that the UK is made up of four countries. • I know that the environment includes everything around me from the air to the oceans and animals to plants. • I can identify human and physical features at school. • I can identify 	
<p style="text-align: center;">Art</p> <p>Making a tree out of clay that will contribute to a whole class forest.</p> <p><i>VOCAB: clay, bone dry, ceramics, firing, form, glaze, kneading, modelling, punching, pottery, plasticity, scoring, slab, shape, texture, wedging</i></p>	<p style="text-align: center;">English</p> <p style="text-align: center;"><i>Key Texts</i></p> <p style="text-align: center;">Jack and the Beanstalk 10 Ways I Can Change The World Duffy's Lucky Escape</p> <p style="text-align: center;"><i>Writing Opportunities</i></p> <p style="text-align: center;">Retell of a traditional tale Letter written to KS2 persuading them to get involved with recycling Non-chronological report on how plastic is affecting our world.</p> <p style="text-align: center;"><i>Grammar</i></p> <p style="text-align: center;">Finger spaces, full stops and capital letters in all sentences. Extending sentences using conjunctions. Using a variety of punctuation. Up-leveilling of sentences by using ambitious vocabulary.</p>	<p style="text-align: center;">History</p> <p>How our school environment has changed from the time in which it was built to today.</p> <p>Identify objects and pictures from our school that are new and old.</p> <p>How the weather has changed since I was born thinking about climate change and global warming.</p> <p>I can talk about how Greta Thunberg is helping our planet.</p> <p><i>VOCAB: today, the present, long ago, the past, old, new, similar, different, photograph, before, after, sources of evidence, then and now, what?, when?, where?, change, importance,</i></p>	<p style="text-align: center;">History Targets – A Year 1 Historian</p> <p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can recognise that some objects belonged to the past.</p> <p>I can explain how I have changed since I was born.</p> <p>I can explain how some people have helped us to have better lives.</p> <p>I can ask and answer questions about old and new objects.</p> <p>I can spot old and new things in a picture.</p> <p>I can explain what an object from the past might have been used for.</p>

	Accurate spelling of common exception and high frequency words.		
<p>Design Technology Vegan Staffordshire oatcakes</p> <p><i>VOCAB: choosing, investigating, testing, arranging, experimenting, sort, cleaning, peeling, cutting, slicing, fruit, peel, flesh, skin, chopping board, peeler, seeds, pips, crisp, sharp, juicy, sweet, sour, sticky, squashy, smooth, crunchy, scented, waxy</i></p>	<p>Maths <i>Key Skills</i></p> <p>Skip counting in 2s, 5s and 10s Addition and subtraction to 50 Measuring using length and weight</p> <p><i>Cross Curricular Opportunities</i> Measuring how much our plants grow over a period of time</p> <p>Using our knowledge of skip counting to count features we find outside (eg. plants, houses)</p>	<p>Geography</p> <p>I can talk about where I live and how that relates to the larger world.</p> <p>I can discuss the weather and how it changes through the year.</p> <p>Physical and human features around our local area.</p> <p><i>VOCAB: continent, ocean, sea, world, changes, similar, different, hot, cold, weather, atlas, Earth, land, water, sea, beach, forests, mountains, deserts, Africa, South Africa, UK, England, Stafford, temperature, physical features</i></p>	<p>Geography Targets - A Year 1 Geographer</p> <p>I can keep a weather chart and answer questions about the weather.</p> <p>I can explain where I live and tell someone my address.</p> <p>I can explain some of the main things that are in hot and cold places.</p> <p>I can explain the clothes that I would wear in hot and cold places.</p> <p>I can explain how the weather changes throughout the year and name the seasons.</p> <p>I can name the four countries in the United Kingdom and locate them on a map.</p> <p>I can name some of the main towns and cities in the United Kingdom.</p>
<p>Additional links</p> <p>Global Learning: SMSC/Jigsaw taught by Mrs Howell.</p> <p>Citizenship: climate change and global warming.</p> <p>Computing: using a keyboard to type, edit and format text.</p> <p>Music: taught by Mrs Howell.</p>	<p>Science <i>Seasonal Changes</i></p> <p>What happens in spring? How does this compare to winter and autumn? Clothes we wear in spring Link to holidays that you might take in spring</p> <p><i>VOCAB: winter, autumn, spring, summer, temperature, hours, night, dark, Sun, Earth, Moon, weather,</i></p>	<p>WOW Starter</p> <p>Visits Dudley Zoo – 3rd March</p>	<p>Links to previous topics and skills</p> <p>Science: where insects live, previous seasons knowledge on autumn and winter.</p> <p>History: comparing pictures and photographs in the past and present, putting events on a timeline</p> <p>Geography: aerial photographs and how the weather changes in hot and cold areas.</p>

<p>PE: ball games.</p> <p>Homework/Independent Learning:</p> <p>English: Create a poster that persuades people to protect their environment.</p> <p>Maths: Plant some seeds and measure their growth each day.</p> <p>Science: Go on a minibeast safari in your local area. Keep a record of the different minibeasts you find and any other animals you spot. Write or perform a presentation on what you found.</p> <p>Geography: Keep a weather diary for a week and investigate whether this helps you to predict the weather in the future.</p> <p>Art: Make a collage out of different natural materials.</p> <p>History: Interview a family member/friend who has lived in Stafford for a long time. How has it changed over time?</p>	<p><i>ice, rain, snow, clouds, fog, wind, sunrise, sunset, day length</i></p> <p><i>Plants</i></p> <p>Identifying and naming a variety of common plants including garden plants, wild plants and trees.</p> <p>Describing the structure of plants including roots, stem, leaves and flowers.</p> <p>Planting bulbs and seeds and observing how they grow and change over a period of time.</p> <p><i>VOCAB: root, stem, leaf, flower, air, sunlight, water, soil, pollination, seed, growth, deciduous, evergreen, petal, wild, fruit, bulb, branch, trunk, blossom, bud, plant, oak, holly, birch, beech</i></p>		<p>Art: children previously used clay when exploring fossils at the beginning of the year.</p> <p>DT: following recipes, healthy food choices, sustainability</p>
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