

Year 1 Autumn 2

Polar Explorers



BIG QUESTION...

Where are the **coldest** parts of the world and can anyone live there?

Pack up your scarf, winter hat and thick, thermal clothing as we are about to set off to the world's coldest regions.

We will discover the brave and determined explorers who travelled to the north and south of our incredible world and learnt more about the animals who live there.

If you're ready, climb aboard your sledge and keep your distance from those polar bears...they aren't quite as cute and friendly as they look!



In this half term, you will...

<p>Reading</p>	<p>continue to focus on recapping and introducing new sounds, tricky words and embedding reading strategies to support independence and confidence.</p> <p>The following sounds will be covered, in line with our phonics scheme 'Little Wandle Letters and Sounds Revised'</p> <p>Phase 5 Graphemes</p> <p>/ur/ 'ir' e.g. bird, /igh/ 'ie' e.g. pie, /oo/ /yoo/ 'ue' e.g. blue and rescue, /yoo/ 'u' e.g. unicorn, /oa/ 'o' e.g. go, /igh/ 'i' e.g. tiger, /ai/ 'a' e.g. paper, /ee/ 'e' e.g. he, /ai/ 'a-e' e.g. shake, /igh/ 'i-e' e.g. time, /oa/ 'o-e' e.g. home, /oo/ /yoo/ 'u-e' e.g. rude cute, /ee/ 'e-e' e.g. these, /oo/ /yoo/ 'ew' e.g. chew new, /ee/ 'ie' e.g. shield, /or/ 'aw' e.g. claw</p> <p>We will also be learning to read these new <u>tricky words</u> their people oh your Mr Mrs Ms ask could would should our house mouse water want</p> <ul style="list-style-type: none"> • read words containing –s and –es endings • read other words of more than one syllable • read aloud accurately books that are consistent with your developing phonic knowledge • re-read these books to build up fluency and confidence in word reading • enjoy a range of stories by a range of authors including the authors Oliver Jeffers and Chris Judge • read a range of stories about animals from the Polar Regions • use non-fiction texts to find out information about the Polar Regions and the animals that live there
<p>Writing</p>	<ul style="list-style-type: none"> • begin to name the letters of the alphabet • begin to write capital letters correctly • write lists, facts and labels • compose a sentence orally before writing it • write simple sentences that start with a capital letter and end with a full stop • use finger spaces in between words • to understand what nouns are, and identify them in texts • hold a pencil comfortably and correctly • ensure letters are formed correctly and of a similar size • be challenged to use '<i>and</i>' to join your ideas together in a sentence
<p>Mathematics</p>	<ul style="list-style-type: none"> • form the digits 0-9 correctly • begin to read and write numbers from 1-20 in numerals and words • count forwards and backwards and write numbers to 20 • begin to understand the place value of a 2-digit number– tens and ones • order numbers correctly • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • with support solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. • explore fact families, comparing groups of objects • 'find the difference' between numbers using subtraction • begin to recognise, name and sort shapes • make patterns using shapes
<p>Science</p>	<ul style="list-style-type: none"> • observe and describe weather associated with Autumn and how day length varies and gather and record data by making tables and charts about the seasons/weather • Understand that water is a material and observe it over time • explore a range of materials and know their properties • articulate scientific reasoning for selecting and investigating certain materials. • investigate the best material for a purpose – e.g. consider which material would be the best insulator for polar regions • gather and record data to help answer investigative questions.

In this topic, you will...

Design Technology	<ul style="list-style-type: none"> • research, design, make and evaluate a fabric decoration based around the story of <i>The Snow Beast</i> by Chris Judge • use knowledge of existing fabric decorations to help generate ideas, • evaluate existing products by exploring what they are, who they are for, what they are for, how they are used, what they are made from and what they like / dislike about them. • consider what they are designing, who it is being designed for & what its function / purpose will be • learn that 3D textile decorations are typically assembled from two identical fabric shapes • measure, mark out and cut materials • use finishing techniques, including those from art & design • make simple judgements about their products and ideas and suggest how their products could be improved
Computing	<ul style="list-style-type: none"> • explain technology as something that helps us • name the main parts of a computer • switch on and log into a computer • use a mouse to click and drag • use a mouse to create a picture • open my work from a file • use the arrow keys to move the cursor
History	<ul style="list-style-type: none"> • create personal timelines • create class historical timelines • know and understand significant aspects of the history of the wider world • learn about the lives of significant individuals in the past who have contributed to national and international achievements, e.g. Captain Scott's journey to Antarctic, Matthew Henson's discovery of the North Pole and Felicity Aston's explorations in modern times.
Geography	<ul style="list-style-type: none"> • identify location of hot and cold areas of the world in relation to the equator and the North and South Poles and the United Kingdom. • identify seasonal and daily weather patterns in the United Kingdom • continue to use world maps, atlases and globes to identify places around the world
Music	<ul style="list-style-type: none"> • listen and appraise other styles of music across a range of historical periods and genres • create and compose music in your own way • understand and explore how music is created • listen and practise songs for the Christmas shows
P.S.H.E	<ul style="list-style-type: none"> • identify similarities and differences between people in my class. • Identify the members of my family and understand that there are lots of different types of families • Understand what being a good friend means to me • Discover ways to make new friends and recognise my qualities as a person and a friend • Discuss who can help me in my school community and who to ask for help
Physical Education	<p>Dance:</p> <ul style="list-style-type: none"> • explore travelling actions and be able to use counts of 8 to move in time with music • remember and repeat actions and respond imaginatively to a stimulus • copy, remember and repeat actions that represent the theme • use expression to show feelings and create actions that relate to the story • use a pathway when travelling and remember and repeat actions • show changes in expression, level and shape <p>Sending and Receiving:</p> <ul style="list-style-type: none"> • roll a ball towards a target • be able to track and receive a rolling ball • be able to stop, send and receive a ball with your feet • develop throwing and catching skills • send and receive a ball using a stick • send and receive a ball using a racket
Religious Education	<ul style="list-style-type: none"> • learn know how and why light is used in the Jewish festival of Hanukah • learn how and why light is used in the Christian celebration of Christmas

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



equator

Arctic

globe

Antarctic

climate

Useful websites to enhance learning:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
<https://www.ictgames.com/>
<https://www.youtube.com/watch?v=VQgizwvqNk> saying letter sounds
<https://www.phonicsplay.co.uk/>
<https://www.topmarks.co.uk/maths-games/hit-the-button>

Great books you could read:

