

Introduction

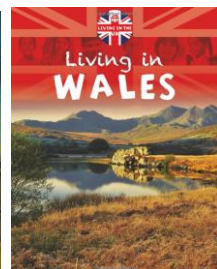
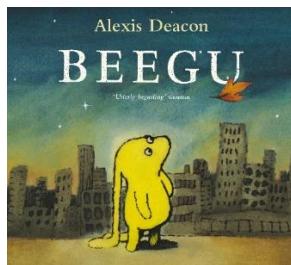
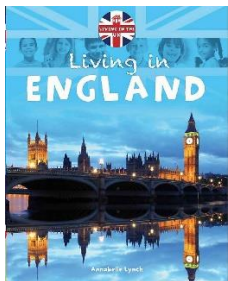
This half term we will be learning about the countries and capitals of the United Kingdom. We will discover some of the physical and human features of the United Kingdom. We will look at aerial pictures of our school and the surrounding area. We will identify landmarks that humans have made and landmarks that are natural.

Books we will be reading:

Living in England by Annabelle Lynch.

Beegu by Alexis Deacon

Living in Wales by Annabelle Lynch.



Year 1 Summer 1- Amazing Places and Spaces
in the UK



Key Vocabulary

town	A town is a place where people live and work. There may be shops, places of worship, leisure facilities and schools there. It is bigger than a village but smaller than a city
countryside	Land that is not in towns or cities. Sometimes there are small settlements (like hamlets and villages) there. The countryside has lots of farmland and often has woodland.
country	An area of land with its own government, rules and borders.
UK	The United Kingdom. It is made up of four countries: England, Scotland, Wales and Northern Ireland.
island	An area of land surrounded by water.
Capital city	A town or city where the government sits.
landmark	A feature of a landscape or place that is easily recognised. It could be something made by people (a human feature) or something that occurred naturally (a physical feature). Big Ben is a landmark in London.
population	How many people live in one particular place. This could be the population of a city, a town, a country or the whole world

Activities:

We will be writing reports all about the UK.



We will create our own pictures of Ben Nevis.



We will replicate the Severn Bridge in Wales using resources such as newspaper and sticky tape.

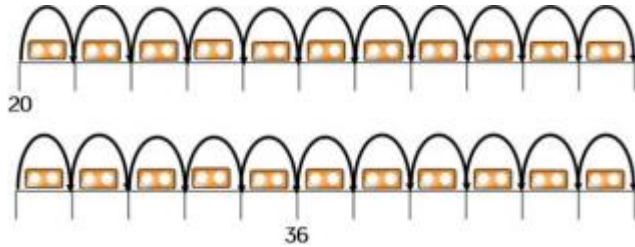


In Maths

This term we are learning:

To Multiply and divide

- We will be counting in 2's, 5's and 10's.

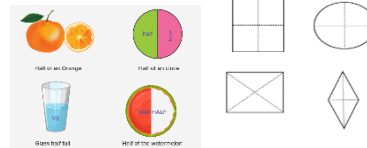


- When counting in 2's we will go up to 50, we will be using 2 more or 2 less to help us do this.
- We will count in 5's up to 50 and in 10's up to 100
- We will make equal groups (of 2, 5 and 10) and add equal groups together.
- We will use the word equals and the symbol =
- We will use arrays to help us make equal groups.
- We will use the word double and know doubles with numbers up to 20.

- We will use grouping and sharing equally as an introduction into division practically.

To use fractions

- We will be finding a half and a quarter of shapes and quantities.
- We will be finding equal parts.



To describe positions and turns

- We will use the language full, half, quarter and three-quarter to describe turns made by shapes or objects.
- We will use left, right, forwards and backwards to describe position and direction.
- We will use top, in between, bottom, above and below to describe position.



By the end of this term, the children will know:

- When counting in 2's to 50, the numbers are: 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36,38,40,42,44,46,48,50; these are called even numbers and end in 2,4,6,8 or 0.

- How to count objects in pairs

How many socks are there?



- When counting in 5's the numbers are 5,10,15,20,25,30,35,40,45,50; these numbers all end in 5 or 0
- How to count objects in groups of 5

How many fish are there?



- When counting in 10's to 100 the numbers are 10,20,30,40,50,60,70,80,90,100. These numbers all end with 0 but have a different tens digit.
- How to count objects in groups of 10

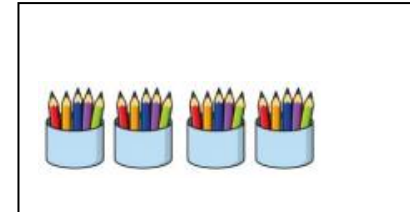




- That equal groups must have the same amount in them - these are not equal groups -

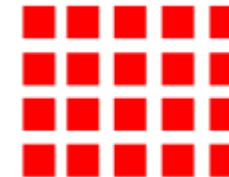


These are equal groups -



- How to write sentences to explain how many equal groups there are -
There are 4 equal groups of 5 pencils = 20 pencils altogether

- That an array is made by making equal groups and building them up into rows or columns.
- I can describe this array by saying there are 5 squares in each row. There are 4 rows of 5.
 $5 + 5 + 5 + 5 = 20$ - there are 20 squares altogether



- All my doubles up to 20:
Double 5 is 10

0 + 0 = 0
1 + 1 = 2
2 + 2 = 4
3 + 3 = 6
4 + 4 = 8
5 + 5 = 10
6 + 6 = 12
7 + 7 = 14
8 + 8 = 16
9 + 9 = 18
10 + 10 = 20

Doubling the number is
adding it to itself so $4 + 4$
is the same as double 4
= 8

- To make equal groups with a set of objects there must be the same number in each group.



=

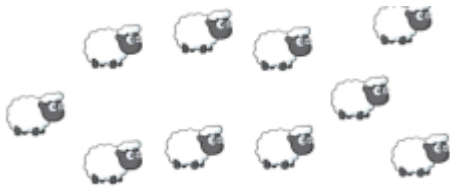


= 8 mittens can make 4 equal groups of 2.

- To halve a shape or quantity, you split it into 2 equal parts



There are 10 sheep, half of 10 is 5.





- A quarter is when you split a shape or amount into 4 equal parts. You can do this by finding half and then halving again.

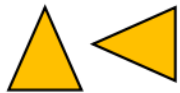


There are 8 peaches, there are 2 peaches in each quarter.

A quarter of 8 is 2.



- You can turn objects or shapes to the left  or to the right .
- A full turn means the object comes back to where it started.



- I can see that this shape has gone through a quarter turn to the left, or three quarter turn to the right.

- I will be able to guide a friend around the playground using the terms, left, right, forwards, backwards, quarter turn, half turn and three quarter turn.
- I can describe the position of something using above, below, to the left of, to the right of, next to, in between.

Alex is in between Jack and Eva.

Whitney is to the left of Jack.

Amir is above Dora.

Alex is above Eva.

Dora is to the right of Eva.



English

As our topic covers lots of geography learning we will be using our English lessons to learn about non-fiction writing and create non-chronological reports all about the UK. Each week we will study a different country, learning about its geographical features, famous structures, landmarks and buildings. We will research and describe some amazing locations such as Ben Nevis in Scotland, the Portmeirion village in Wales and the Giant's Causeway in Northern Island. In our reading lessons we will practise reading with expression and we will be exploring vocabulary in the text. We will also learn how to answer prediction, inference and retrieval questions.

At the end of the topic I will know:

To add labels to diagrams (pictures) to explain different parts of them.



A sentence starts with a capital letter and ends with a full stop. A sentence is a set of words that are complete and give some information.

The cat was asleep on the chair.

Proper nouns are naming words that always start with a capital letter. Country names are examples of proper nouns.

England, Scotland, Wales and Northern Ireland are the countries of the United Kingdom.

? is the symbol for a question mark.

I use a question mark at the end of sentence instead of a full stop if the sentence is a question.

What is your name?

To use 'and' to link sentences to make them more interesting.

It was Tom's birthday. He was having a party. becomes - It was Tom's birthday and he was having a party.

How to use my phonic sounds to build words.

How to read with expression and fluency.

How to infer from a text. For example, if it says in the text that the boy is sweating, I can infer that the weather is hot.

How to retrieve information from a text. For example, if you ask me what the boy did I can find this information in the text.

In history;

We will describe significant historical events, people and places in their own locality - We will be finding out about who Thomas Willingale was and how he helped the commoners of Epping Forest.



We will know that:

- Thomas Willingale lived in Loughton.
- He was a poor person who stood up to rich people.
- Lopping is the act of cutting wood from trees for firewood.
- In the olden days, people needed wood to cook and heat their houses.
- Thomas Willingale guarded the right of common people to go into Epping Forest to gather fuel.
- We are allowed to freely go into the forest today because of the actions of people like Thomas Willingale.



Thomas Willingale aged 77

In Geography we will be learning about the countries and capital cities of the United Kingdom. We will discover some of the physical and human features of the United Kingdom. We will be using maps and atlases as well as google earth to learn about physical and human features of a particular country. We will discover the location of our school and look at aerial photos. We will understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom (London), and of an area in a contrasting non-European country (Brasilia).

We will know that:

- UK is made up of England, Northern Ireland, Scotland and Wales.
- The UK is an island country located in Europe.
- London is the capital of England, Cardiff the capital of Wales, Edinburgh the capital of Scotland and Belfast the capital of Northern Ireland.
- Wales is a mountainous country.
- Ben Nevis is the largest mountain in the UK and is in Scotland.
- Northern Ireland is the smallest country of the UK
- England is the largest country of the UK.
- We live in Loughton which is in the county of Essex and the country of England.
- Brasilia is the capital city of Brazil, a country in South America.
- Brasilia has a tropical climate with two main seasons - the rainy season and the dry season.



In Science we will be:

Learning about plants. We will identify and name a variety of common wild and garden plants including deciduous trees and evergreen trees. We will also identify and describe the basic structure of a variety of common flowering plants, including trees.

At the end of the topic I will know:

The parts of a plant: flower, stem, leaf root.

The bee visits the flower.

Plants need sunlight (or light), water, carbon dioxide, nutrients, minerals, room to grow.

What a daisy, sunflower and daffodil looks like.

Evergreen trees keeps its leaves all year round.

Deciduous trees loose its leaves in autumn.

What a holly leaf looks like.

What red berries look like.

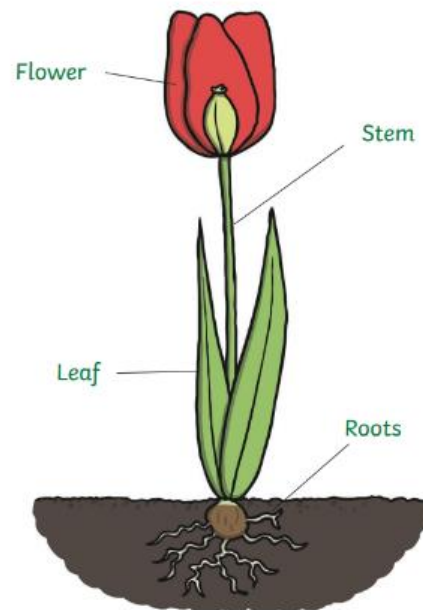
The stem moves water up the plant.

The leaf collects sun.

The root takes water from the soil.

The flower attracts insects.

Parts of a Plant



In R.E. I will learn:

About special things in nature.

At the end of the topic I will know...

That nature is all around us and that we need to look after the natural world.

Know ways we should look after the natural world e.g. by using litter bins, cleaning rubbish, walking to school, planting bulbs and seeds.

The Genesis creation story is found in the bible.

How Saint Francis of Assisi felt about the natural world. He believed that God the Father had created everything and that we had a duty to care for everything in nature.



That Mount Hira is in the Arabian Desert and this cave is very special to Muslims because this is where they believe the angel Gabriel appeared to Muhammed giving him messages from Allah (God).



In PSHE I will learn:

About how to stay safe.

At the end of the topic I will know...

How to ask for help if I am worried about something.

About people who look after me like my family.

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

For example, I will know that holding hands is acceptable but pulling hair is not. I will know that cuddling is acceptable but biting is inappropriate.

What physical contact I like and what I don't like.

About rules for keeping safe.

Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.



In P.E. we are focusing on throwing and catching (field games).

At the end of the topic I will be able to:

Control a ball using hands.

Understand the correct technique for catching. I should keep hands close together to prepare to catch it.

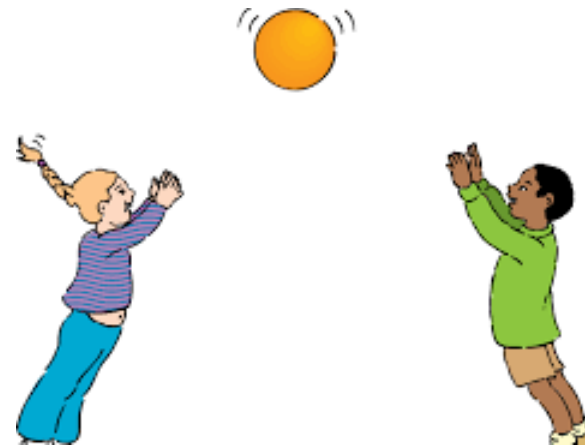
Strike (hit) balls of different sizes using my hands and different equipment.

Throw and catch a ball to myself and partner.

Use throwing and catching techniques in a game.

Practise throwing to a target.

Play a game using striking and fielding skills.



In art we will be observing and discussing the features of different Ben Nevis paintings. We will create our own pictures of Ben Nevis by drawing the outline and then use coloured pencils to create different tones.



We will also be looking at images of city skylines and talking about the features. We will use a combination of materials that are cut, torn and glued. We will explore different methods and materials as our ideas develop.

We will use digital media to and use printing to recreate different skylines.



We will know how to keep within the lines when colouring. We will know how to create tones using coloured pencils.

We will know how to cut materials with scissors, tear with our hands and apply glue with a stick.

In D&T we will be looking at pictures of bridges in Wales, such as the Severn Bridge. We make a replica of the Severn Bridge by making a structure using paper. We will use a range of joining techniques such as gluing or combining materials to strengthen.

- The Severn Bridge spans the River Severn between England and Wales.
- It is made of cables and steel.
- Rolling more sheets of paper together makes the paper stronger.
- To make the structure longer you can use sellotape or glue to join sheets of paper.



In computing we will talk about story sequences and create a sequence of pictures. We will learn about clear photos and take clear photos using a tablet. We will learn how to edit the photos we have taken. We will crop the image and edit the colour. We will search for and import images from the internet. We will also create a photo collage using the photos we have taken in a previous lesson.

At the end of the topic I will know...

That good pictures are clear, have a good angle and colour that is true to life.

How to crop photos to select the most important part of the photo.

How to change the colour of the photo, to change the mood of the picture.

How to use Google to search the internet for images, we will then drag the image to the desktop.

Good or bad?



Good – close up and clear.

Good or bad?



Bad – too far away and an odd angle.