Year 1 Summer 2- How to Post a Penguin Egg

Introduction

We have set ourselves a challenge this term - to post a penguin egg so that it arrives in one piece, with no mess! We will need to investigate how to stiffen and strengthen card so that it forms a safe package for our egg. We will also need to think about how we can stop the egg rattling around in its packet.

Books we will be reading:

Penguin Post by Debi Gliori

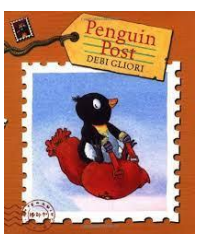
Snakes (Backyard Wildlife) by Emily K. Green

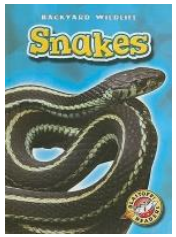
Butterfly by Leory F Jackson (poem)

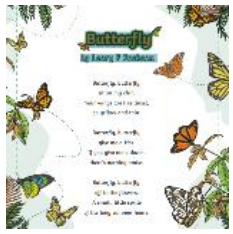
The Firefly by Evaleen Stein (poem)

The Fly by Walter de la Mare (poem)

The Grasshopper and the Ant by Jean de la Fontaine (poem)







Key Vocabulary

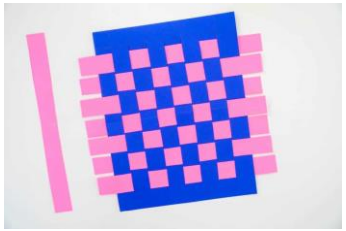
material	The matter that objects are bad from. For example, wood, glass, plastic and fabric.
opaque	not able to be seen through
transparent	allowing light to pass through
waterproof	Does not allow water through
absorbent	A material that soaks up liquid
bendy	A material that is soft and flexible
Stable	Not likely to give way or overturn
traditional tale	A story that has been told and re-told for many years.

Activities:

We will be making packaging in DT and explore how to post a penguin egg so that it arrives in one piece.

We will be dying fabrics to create our own dip dye techniques.

We will use weaving to create a pattern.



In Maths

This term we are learning:

Place value (within 100)

We will be introduced to the hundred square and use it to count forwards and backwards within 100.
We will be counting to 100 by making tens.
We will be grouping in 10s to identify how many tens and ones are within a number.
We will be using our partitioning knowledge to begin comparing numbers within 100.
We will compare numbers and amounts using comparison language, more than, less than, equal to as well as the symbols < , >and =.
We will order sets of objects and numbers from smallest to largest and largest to smallest.
We will one more and one less than given numbers or amounts to 100.

To use money

- We will recognise and know the value of different denominations of coins.
- We will be identify and recognise notes.
- We will combine our knowledge of money with counting in 2s, 5s and 10s to count money efficiently.

To learn about time

- We will use before and after to describe, sort and order events.
- We will learn about the days of the week and know there are 7 days in a week.
- We will learn about the months of the year and can pick out special dates within the year, for example, their birthday.
- We will be telling the time to the hour using an analogue clock.
- We will learn the language of o'clock and understand the hour hand is the shorter hand and the minute hand is the longer hand.

- We will be telling the time to the hour and to the half hour.
- We will compare amounts of time using the language faster,slower, earlier and later.

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

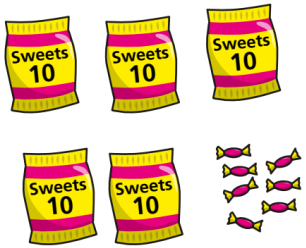
How to use a number square to count forward and backwards from 100. I know that the numbers on a hundred square go from smallest to biggest. 1 is at the top and 100 is at the bottom.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

How to group in 10s to identify how many tens and ones are within a number.

For example, below there are 5 bags of 10 sweets, 7 individual sweets so there are 57 sweets altogether.

Here are some sweets.



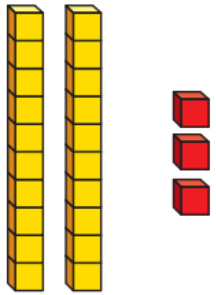
Complete the sentences.

There are ☐ bags of 10 sweets.

There are ☐ individual sweets.

There are ☐ sweets altogether.

How to use base ten to partition numbers. For example, below the base ten show the number 23. So I know that 23 has 2 tens and 3 ones.



When comparing 2-digit numbers I look at the tens first, the more tens the bigger the number. If the tens are the same I then compare the ones. The number with more ones is the bigger number.

For example, when looking at the pair of numbers below, I know the first number is bigger because it has more tens.

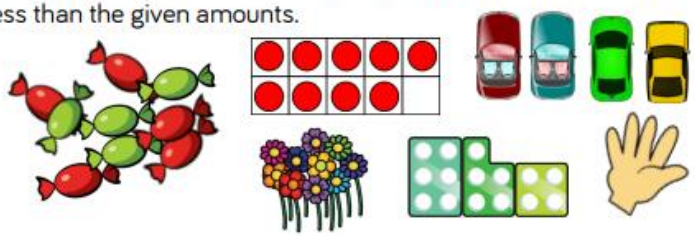
That < means less than / smaller than. For example 23 < 45.

That > means greater than / bigger than. For example 67 > 32.

That = means equal to / the same as. For example 14 = 1 ten and 4 ones.

How to use concrete materials and physically add 1 more or take 1 away before moving to more abstract methods such as number tracks or hundred squares.

Use manipulatives and ask children to show one more and one less than the given amounts.

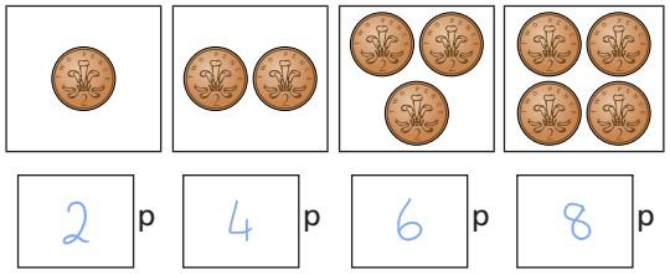


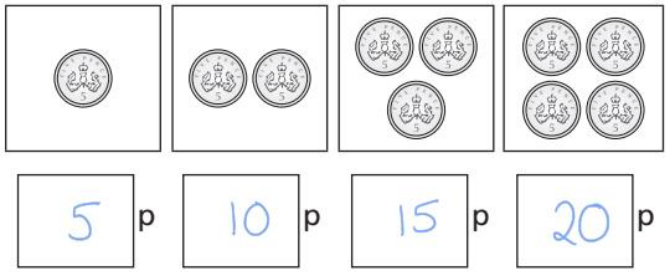
For example, above there are 9 sweets, one more will be 10 sweets and one less will be 8 sweets.

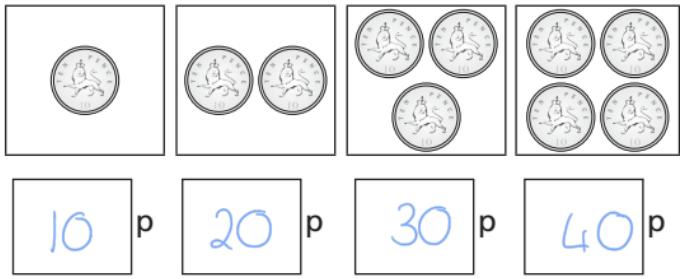
Recognise and name the coins below:

Recognise and name the notes below:

How to count how many coins there are altogether by counting in 2s, 5s and 10s.







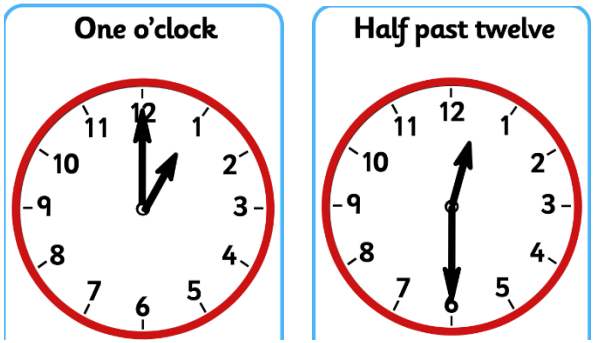
How to sort activities into before and after school, for example I know I brush my teeth **before** school and have my dinner **after** school.

The seven days of the week are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

The twelve months of the year are: January, February, March, April, May, June, July, August, September, October, November, and December.

When the minute hand is pointing upwards to the number 12 it is an o'clock time, and understand that I need to look at the hour hand to see which hour it is.

That, at half past the hour, the minute hand has travelled half way around the clock from the twelve and is pointing at the six and the hour hand is half way between the hours e.g. half way between one and two or half way between nine and ten.



That when someone wins a race the length of time will be shorter and if someone takes longer the length of time will be larger.

English

In English, we will be starting the term with traditional tales like Jack in the Bean Stalk and the three little pigs. The children will read, sequence and retell stories and begin to develop their knowledge of storytelling. They will write a sequence of sentences to form a short narrative. Later in the term, the children will write their own questions about a mysterious egg that will appear in the classrooms; developing their understanding of how to use question marks.

At the end of the topic I will know:

How to sequence pictures of Jack and the Bean Stalk from beginning, middle and end.

How to re-tell Jack and the Bean stalk and remember the main characters. The main characters are Jack, Jack's mum and the giant.

That the past tense is when something has already happened.

A sentence starts with a capital letter and ends with a full stop.

'And' can join to sentences together.

? 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.

In Geography we will be devising a simple map.

We will construct and use basic symbols in a key.

We will find objects on maps using grid references and directional language.

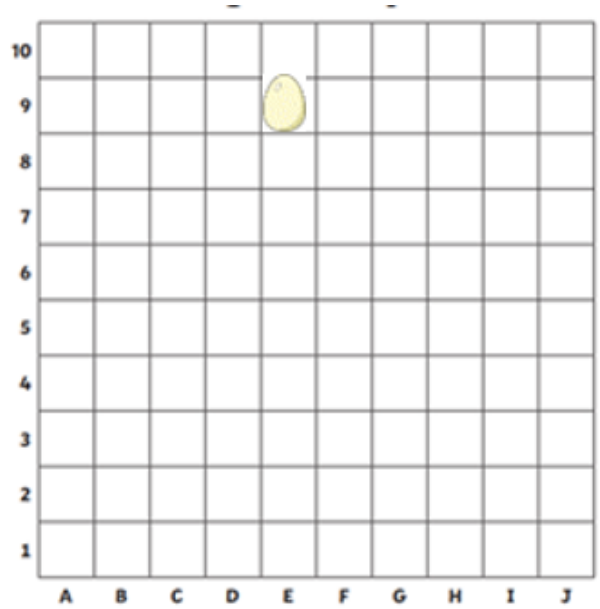
At the end of the topic I will know that a grid reference is a location on a map.

I will know that a symbol is a pictorial representation of an object.

I will know that there are two parts to a grid reference.

The 1st letter or number tells you how far across the map something is.

The 2nd letter or number tells you how far up the map something is. For example the egg is at E9.



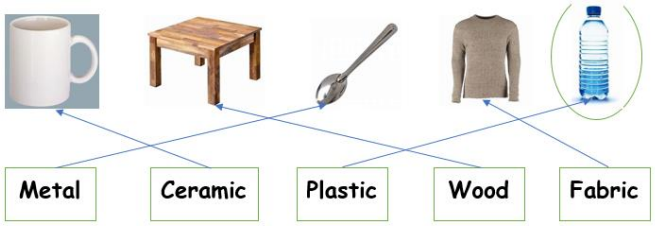
In Science we will:

Distinguish between an object and the material from which it is made.

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials on the basis of their simple physical properties



At the end of the topic I will know:

How to match the objects to the materials from which they are made.

Elastic can be stretched and then flicks back to its original shape.

That soft materials are easy to mould, twist or squash.

Opaque materials do not allow light to pass through them.

Brittle materials can be easily snapped or shatter.

Which material is best for each object. For example fabric is best for a shirt, glass is best for a window and cardboard is best for a cereal box.

In R.E. I will learn:

About special things in nature.

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

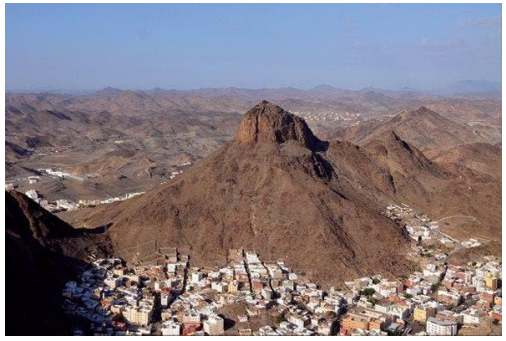
Muslims follow the religion Islam.

The cave on Mount Hira in the Arabian Desert is a very special place in the natural world for Muslims because Muslims believe it was here the angel Gabriel gave messages to Muhammad from Allah (God).

The messages were collected and written down in the Qur'an, the Muslim holy book. Every year thousands of Muslims climb up to the cave to visit this special place for themselves.

Every year Muslims remember how the angel Gabriel revealed Allah's words to Muhammad during Laylat al-Qadr (the Night of Power). This night comes towards the end of Ramadan (the month of fasting) and many Muslims spend it praying to Allah.

About Muhammad and his care for animals.



In Hinduism, Brahama is the god of creation. Even though they have different gods (water god, sun god ect.) it all comes from Brahama, as he created it all.

The following creation story (one of many in Hinduism):

In the beginning the god Brahma had no body. He was pure spirit. Brahma started by creating special things in nature: Surya the sun, Soma the moon, Agni (fire), Vayu (wind) and Varuna (water). He placed a golden egg onto the surface of the water and for a whole year the egg grew. Then the egg cracked and split open. Out of the egg stepped none other than Brahma himself, but he now had a body. Brahma divided the egg into two halves. He placed one above, as the dome of the sky, and he placed one below, as the earth. So the whole of our world rests within the empty shell of an enormous golden egg!

In PSHE I will learn:

What makes us special.

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

To know about the importance for respect for the differences and similarities between people

To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another.

To know that everybody is unique.

To know about the ways we are the same as other people.

In P.E. we are focusing on being active athletes.

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

Use varying speeds when running.

Travel in different ways and able to change from fast to slow.

To hop, travel and land safely on two feet.

Explore different methods of throwing.

Run with good balance and co-ordination.

Know how to jump from two feet.

Explore which is the best way to jump to cover a distance.

Complete an obstacle course with control and agility.

In Art we will be dying fabric using dip die techniques. We will also be colouring and decorating textiles using a number of techniques such as dyeing, adding sequins and printing. We will also weave fabric to create a pattern.

At the end of the topic I will know that to dip dye I need to use elastic bands to twist and tie the material. I will then know to mix the dye and salt together.

Using gloves to protect my hands, I will then squirt different coloured dye over different parts of the t-shirt.

I will know that to weave material I need to take one piece of material and go over and under the other piece.

In DT our project is to post a penguin egg so that it arrives in one piece, with no mess! We will need to investigate how to stiffen and strengthen card so that it forms a safe package for our egg. We will also need to think about how we can stop the egg rattling around in its packet.

At the end of the topic I will know:

How to make structures stronger, stiffer and more stable.

How to design products that have a clear purpose and an intended user.

In computing will learn about data handling.

<u>At the end of the topic I will know...</u>

To represent data in different ways. For example, I could represent the number of animals in a zoo in different ways. I could use drawings (either pictures of the animals or shapes such as lines circles or dots.

To use technology to represent data in different ways. For examples, I could represent the number of animals in a zoo using a pictogram.

Labelling

To collect and record data. For example, I can create a tally chart of how many minibeasts I can find.

- You need to draw a small picture or symbol of any minibeast you find.
- Create a **tally** next to it to show how many of them you find in total.
- What is a **tally**?

A tally chart is a way of collecting data. Every fifth tally is drawn diagonally.