

Year 1 Spring Theme: Who's Your Hero?

Key Vocabulary

| | |
|-------------|---|
| invention | A new thing that someone has made. |
| inventor | The person who came up with the idea of the invention or made the invention. |
| significant | Something very important; a person or item that has made a big difference. |
| timeline | A date line that shows the order things happened over time. |
| chronology | When things have been put in order according to the date they happened. |
| evidence | Something which shows that something exists or is true. |
| unique | Being the only one of its kind - every snowflake is unique as there is no other one exactly the same. |
| carnivore | An animal that eats other animals. |
| herbivore | An animal that eats plants. |
| omnivore | An animal that eats other animals and plants. |

Summary: This term we will look at timelines about ourselves and how we have changed over time. We will observe and handle artefacts using them to answer questions about the past. We will be looking at the lives of significant individuals in Britain's past and individuals from around the world. We will be looking at how these people have affected the way we live today.

We will find out about how some of the things we use every day started in the imagination of British scientists, such as:

The World Wide Web (www) invented by Tim Berners Lee.

The telephone invented by Alexander Graham Bell.

Time Line/key dates:

Alexander Bell
1876

The Wright Brothers
1903

Tim Berners Lee
1989

Texts we will be reading:

Charlie's Superhero Underpants by Paul Bright and Lee Wildish

The Tiger Who Came to Tea by Judith Kerr

Cops and Robbers by Janet and Allan Ahlberg



Activities:

Create paintings and drawings of inventions and their inventors.

Researching inventors and their inventions.

Writing about how inventors changed the world with their inventions.

Putting events on time lines.

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In Art we will be drawing and painting images of inventions and their inventors. We will describe the work of noble artists like Van Gogh.
In D&T we will design and make superhero capes and string telephones.

At the end of the term I will know:

Art: How to colour neatly within the line.

Add white to colours to make tints.

Add black to colours to make toes.

D&T: Materials can be cut with scissors.

A template is used to cut out a specific shape.

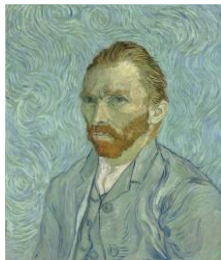
We can make our capes different by adding our own sequins or by using printing techniques.

Sound is made by vibrations.

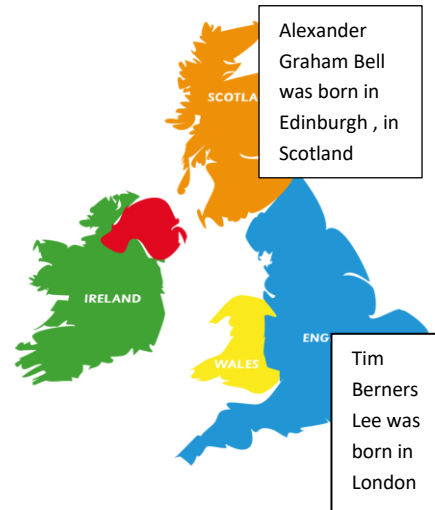
Sound travels through string.

To make a hole safely in a paper cup we hold the cup down on the table and poke a hole through it.

To keep the string in place we need to tie a knot that is larger than the hole.



Location:



In History we will be learning about what history is. We will put events from our own lives on a timeline. Then, we will name famous people - Super Heroes from History - and explain why they are famous and are considered "Heroes", such as Alexander Graham Bell, The Wright brothers and Tim Berners Lee. We will also be placing events and artefacts in order on a time line. We will find out how people communicated before phones and computers and how and if people travelled. We will be finding out what our grandparents did for entertainment.

At the end of the half-term I will know:

- Alexander Graham Bell invented the telephone in 1847.
- His mother and wife were both deaf.
- Tim Berners Lee was an English computer scientist who invented the World Wide Web (WWW) in 1989.
- The Wright Brothers were American.
- The Wright Brothers invented the first airplane by studying how birds flew.
- Before telephones were invented, people communicated by writing letters which could take days to be delivered.
- Telephones have changed over time.
- Mobile phones were not invented until 1985.
- Travel was something that only wealthy people could afford at the time of the Wright Brothers.
- Before the airplane was invented, if rich people travelled abroad they did so by boat or ship.
- Before we had computers we relied on books for our information.

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In English:

We will be sequencing the events from the story Charlie's Superhero Underpants and show the beginning, middle and end. We will orally rehearse the story and practise using expression to make the story come alive. Next we will write a sequence of sentences to form a short narrative and use 'and' to join two simple sentences. In our reading lessons, we will practise reading with expression and we will be exploring vocabulary in the text. We will also reading the story 'Traction Man' in class and writing a set of instructions on how to make a villain for our own stories. We will plan and write a diary story including our own characters. We will also learn how to answer prediction, inference and retrieval questions.

At the end of the topic I will know:

The main events from the story Charlie's Superhero Underpants. I know that in the beginning of the story Charlie loses his superhero underpants. I know that in the middle of the story he travels the world looking for them and meets some interesting characters along the way. I know that in the end of the story Charlie finds a yeti wearing his underpants and swaps them for his hat.

I will be able to sequence the events from the story into beginning, middle and end.

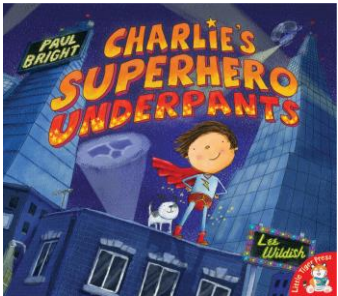
I will be able to write a sequence of sentences to form a short narrative.

To use a capital letter at the start of my sentence, finger spaces in between my words and a full stop at the end of my sentence.

To use 'and' to join two simple sentences.

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.

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In Maths we will be learning to:

In maths we will be adding and subtracting with numbers up to 20.

We will be counting on forwards and backwards from any number and using counting on to add numbers.

I will use counting back to subtract.

I will learn my number bonds to 10 and then to 20.

I will compare numbers using the greater than ($>$) symbol and the less than ($<$) symbol.

I will learn place value within 50. I will be able to count forwards and backwards to 50, write numbers to 50 and partition numbers into tens and ones. I will be able to find one more and one less, compare numbers to 50 and order numbers.

I will use a ruler to measure in centimetres. I will solve addition and subtraction problems involving measures. I will use scales to weigh using non-standard measures and use equipment to measure volume.

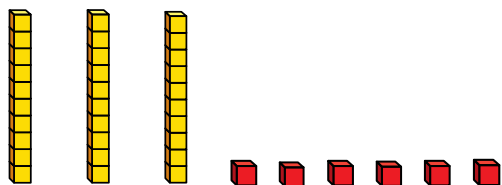
I will know:

That $5 + 3$ can be calculated by keeping the number 5 in my head or finding it on a number line and counting on 3 more to get to 8, so $5 + 3 = 8$. That $12 - 3$ can be done by keeping 12 in my head or finding it on a number line and counting back 3 so $12 - 3 = 9$.

That $6 + 4 = 10$ and $14 + 6 = 20$ and all my other number bonds to 20.

➤ Means greater than so $14 > 5$;

$<$ means less than so $13 < 18$



The number represented here is 36. This is 3 tens and 6 ones.

I know that capacity is the maximum amount something can hold.

I know that volume is the amount of something inside a container.

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PSHE: In PSHE we are learning about what we can do with money. We are learning about where money comes from, spending, saving and keeping money safe.

At the end of the topic I will know:

Where children might get money from, for example, their family.

That we can spend money on things for ourselves, or save it or buy things for other people.

Why it is wrong to steal money.



In R.E. I will learn:

About special objects in my life and in Christianity, Judaism and Buddhism.

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

What objects are special to me.

The bible is a book which is special to Christians.

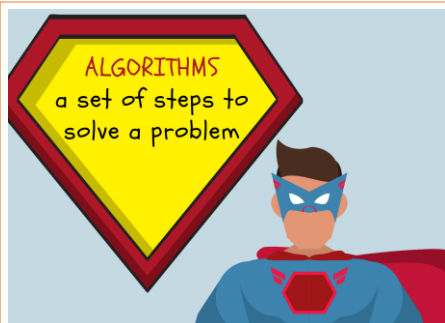
The cross is a special symbol to Christians because Jesus died on the cross.

That the Torah scroll is special to Jews.

The story of Moses. - Moses was found in the bulrushes by the Pharaoh's daughter, if Moses saw Egyptians being cruel to Jews he killed them; that God used a burning bush to get the attention of Moses and revealed himself to Moses in the burning bush; Moses warned the Pharaoh about the plagues, such as the plague of locusts an insect which ate all the food; and Moses escaped Egypt across the Red Sea, God parted the sea so the Hebrews could cross.

What Buddhists 'see' in the Buddha image =these statues and images help Buddhists to focus their devotion and meditation. The statues and images are not worshipped, but they do assist Buddhists in their search for enlightenment.

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In computing we will be:

Learning about algorithms, decomposition and debugging. We will relate this to familiar contexts such as, dressing up, following directions or making a sandwich, while learning why instructions need to be specific.

At the end of the half-term I will know:

That an algorithm is a set of instructions to carry out a task.

That these instructions need to be carried out in a specific order.

That instructions need to be clear and concise.

That decomposition is breaking down a problem or action into smaller steps.

How to spot bugs (errors in algorithms).

How to fix the error (debug it) and explain the problem it caused.

In P.E. we are focusing on gymnastics and ball skills.

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

Explore movement actions with control and link them together with flow.

Explore gymnastic actions and shapes.

Explore movement actions with control, and to link them together with flow.

Choose and use simple compositional ideas by creating and performing sequences

Master basic sending and receiving techniques.

Develop balance, agility and co-ordination.

Make use of co-ordination, accuracy and weight transfer.

Develop receiving skills.

Use ball skills in game-based activities.



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In Science we will be learning about:

Animals including humans, children will learn about five of the groups that scientists use to classify animals: mammals, fish, birds, reptiles and amphibians. They will learn to identify the group an animal belongs to by its features and will classify animals according to their group. They will also learn about the different diets animals eat. Children will learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation.

At the end of the topic I will know:

The five animal groups are mammals, fish, birds, amphibians and reptiles.

Humans are mammals as are cats and dogs.

Penguins and seagulls are birds because they have feathers and wings.

Goldfish and clownfish are part of the fish group because they have gills and lay eggs.

Tortoises and chameleons are reptiles because they have scaly, rough skin and lay soft shell eggs on land.

Frogs and toads are amphibians because they have moist slimy skin and they live near water.

My five senses are smell, touch, taste, sight and hearing.

The names for the parts of my body.

