

Year 1 Topic Web – Term 2

English

Our core text this term will be 'Nibbles The Book Monster' by Emma Yarlett. We will be writing an adventure story based on this book.

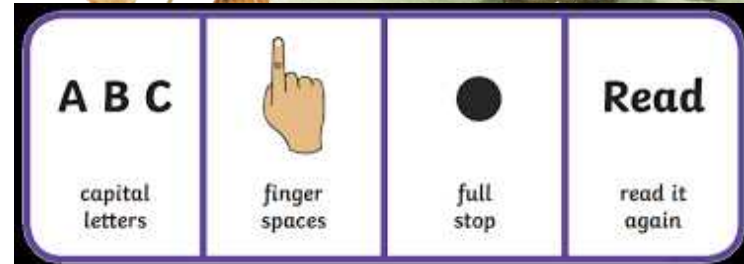
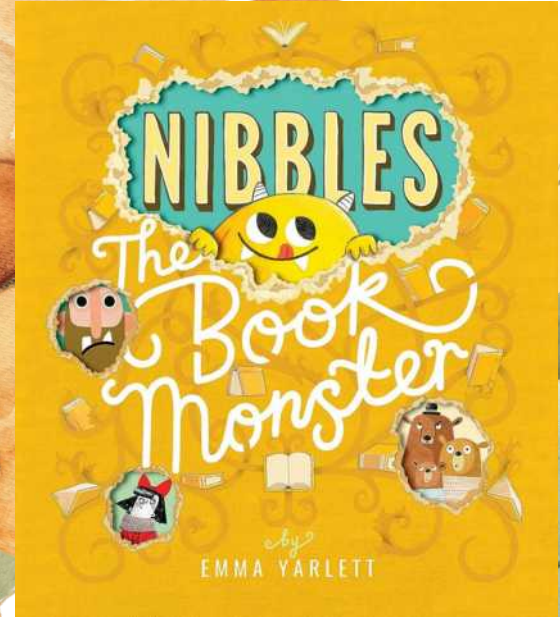
SPaG (Spelling, Punctuation and Grammar)

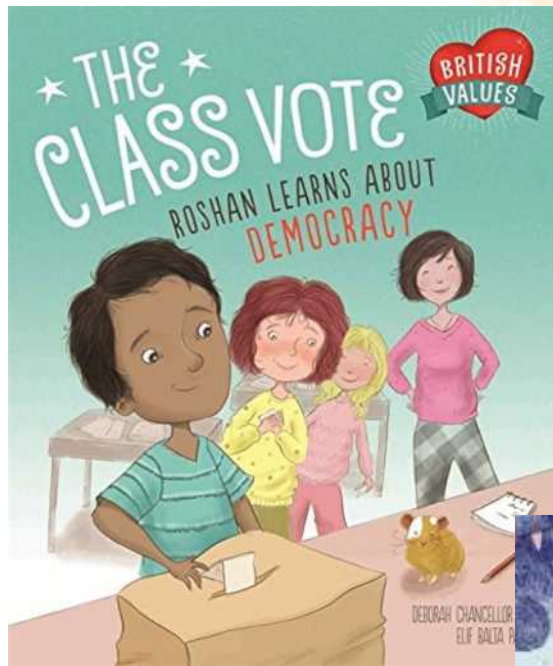
Join words using **and**

Punctuate sentences using a capital letter and a full stop

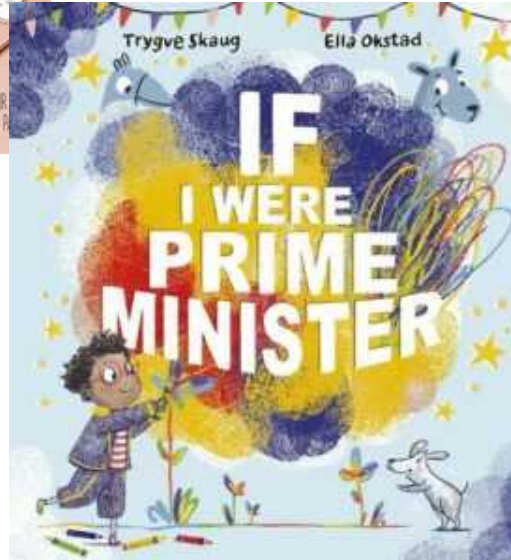
Use capital letters for names of people

Use plural noun suffixes —s and —es





Democracy Week!



We will be celebrating Democracy Week by exploring politician roles and citizenship.

Maths

We will be focusing on
adding and subtracting
within 10.




These maths words and phrases will help us. Do you know any of these?

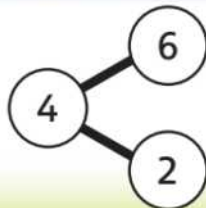
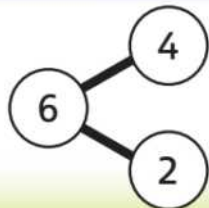
How many are left? Take away


Subtract Count backwards

How many more How many fewer

Difference

We have used this before. Which
 shows the problem correctly?

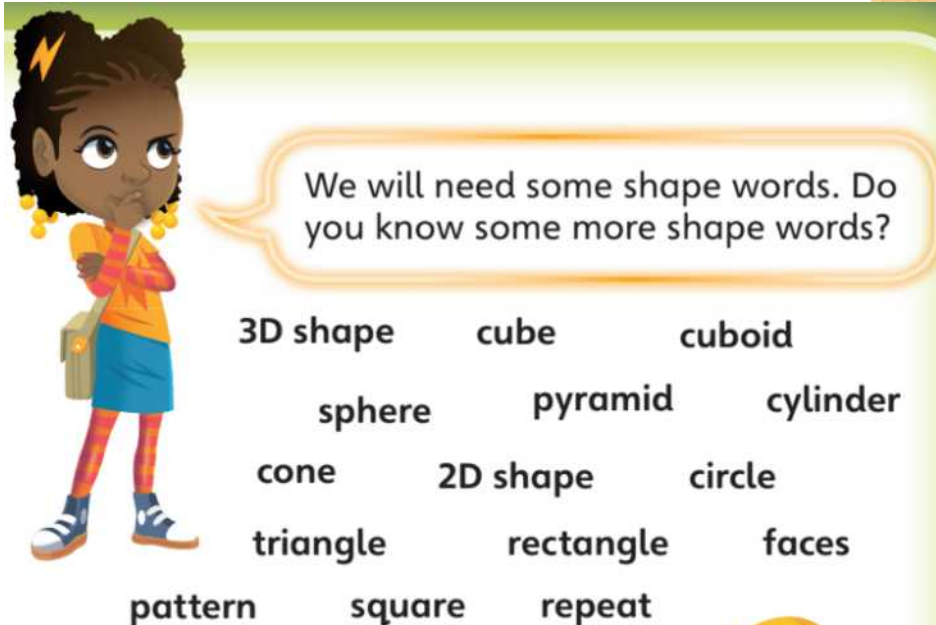


How can you use  to find which is greater?



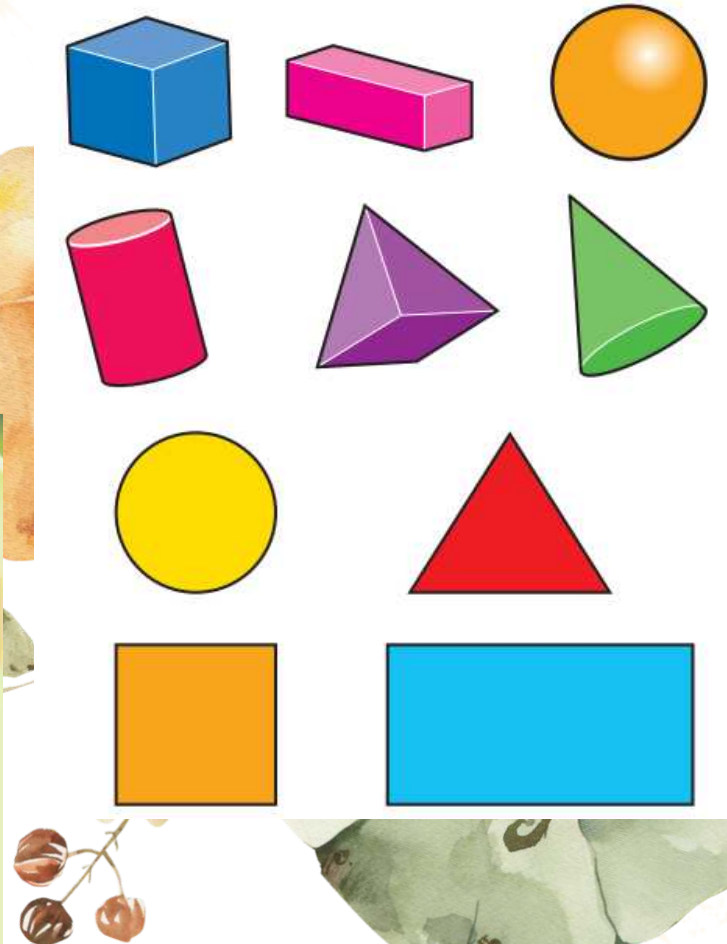
Maths

We will also be identifying
3D and 2D shapes.



We will need some shape words. Do you know some more shape words?

3D shape	cube	cuboid
sphere	pyramid	cylinder
cone	2D shape	circle
triangle	rectangle	faces
pattern	square	repeat



Maths

We will then be identifying numbers to 20.

Bead string: Bead strings can be used to help children partition numbers into tens and ones, and to support them in finding one more or one less than a number.



Straws: Straws help children see the importance of ten: it is much easier to count in tens when counting large numbers and using straws emphasises this.



10

We will use tens to help count.
How many are there?

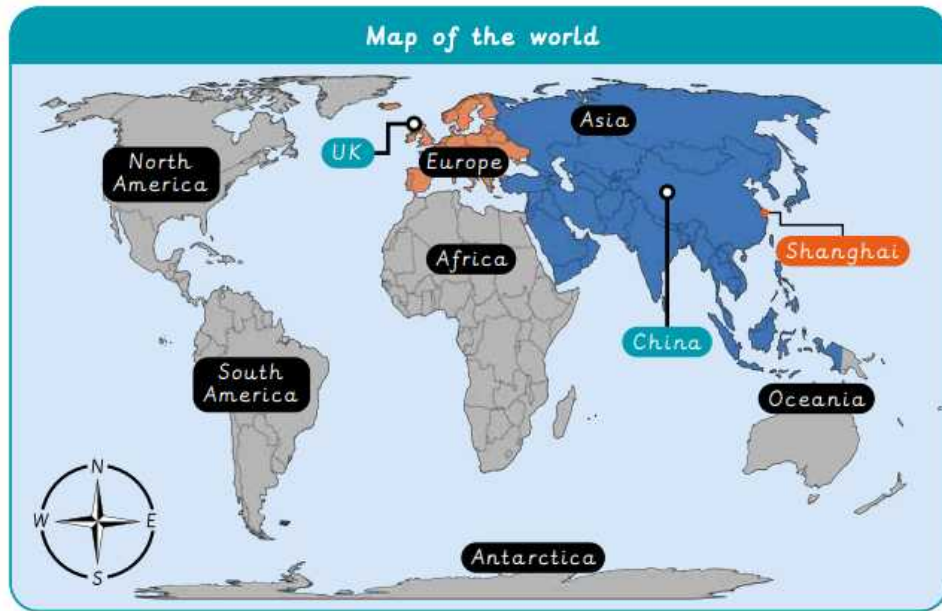


Humanities

We will be learning how to compare Shanghai to our local area. We will give examples of human and physical features, use directional language and use an aerial photograph to locate physical and human features.

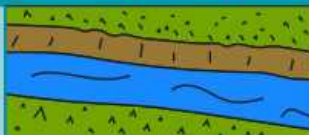
We will also learn how to draw simple symbols on a map, compass points and use an atlas to locate the UK and China on a world map.





Physical features

Landforms that occur naturally on Earth.



river



beach



woodland



hill

Human features

Large features that were built by people.



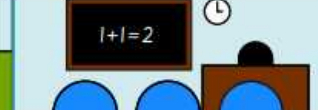
house



bridge



road



school

Materials



wood



plastic



metal



glass



rock



water

Science

We will be learning about
Everyday Materials. We will identify a variety of common materials, distinguish between an object and the material from which it is made, describe materials according to their properties and describe why some materials suit certain objects better than others.

Materials have different **properties**.

hard	bendy	heavy
soft	rough	light
stretchy	fluffy	shiny
stiff	cold	strong
smooth	sharp	fuzzy



waterproof

Stops water getting through.



absorbent

Soaks up and holds on to water.



transparent

See-through.

DT

We will be constructing a windmill.
We will identify some features that would appeal to a client, and create a suitable design. We will then make stable structures, and make functioning turbines and axles. Finally, we will evaluate our windmill.

There are lots of different types of windmill around Britain.

Have you seen any of these before?



The three main parts of a windmill:



Remember to think about what your client, the mouse, will like! He will be living in the windmill and will need to be happy.



Client	The person who you are designing something for.
Design	To make, draw or write plans for something.
Design criteria	A set of rules to help you with your ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Net	A flat 2D shape, that can become a 3D shape once assembled.
Stable	Object does not easily topple over.
Strong	It doesn't break easily.
Structure	Something that has been made and put together. For example, a building, bridge, chair, table.
Test	To find out whether something works as it should.
Weak	It breaks easily.
Windmill	A structure with sails that are moved by wind.
Windmill axle	The point from which the turbine or sails move.
Windmill structure	The part that makes the windmill stand up.
Windmill turbine	The parts that move in the wind.



PE

We will explore and develop ball skills such as throwing and catching, rolling and dribbling with both hands and feet. We will look to perform these skills with increasing control and accuracy using co-ordination and balance.

Key Vocabulary



catch	safely	swing
control	score	target
dribble	space	track
ready position	soft	underarm
roll		

Sending:

Face your body towards your target when rolling and throwing underarm. It will help you to balance.

Catching:

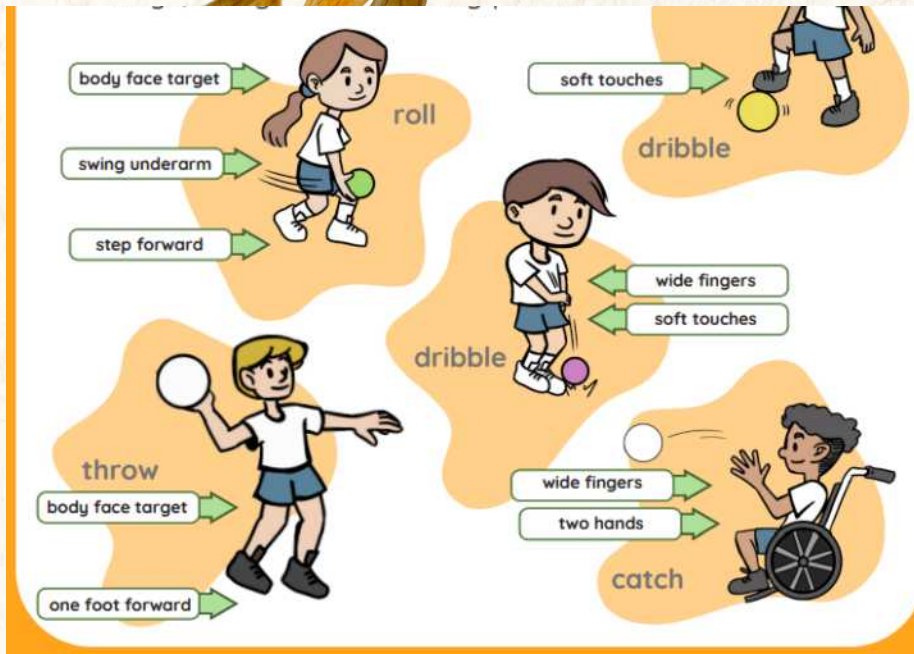
Watch the ball as it comes towards you.

Tracking:

Move your feet to get in the line with the ball.

Dribbling:

Moving with a ball is called dribbling. You can dribble with your hands and with your feet.



Home Learning

Bottle Skittles



What you need: plastic bottles, a pair of socks, 1 or more players

How to play:

- Use empty plastic bottles as skittles. Set them up approx. 5m away.
- Use a pair of socks rolled into a ball and try to hit as many skittles as possible down.

Playing with more people?
See how many throws it takes each player to knock down all of the skittles.



Religion and worldviews

We will recognise that different people have different beliefs about God's form and appearance. We will explain how art can be used to express feelings towards God, and recognise that some Hindu people believe God has many forms. As well as this, we will recognise and explain how Christian, Muslim and Hindu people refer to God. We will learn to show respect for differences and similarities in how different religions represent God.



Some Christian people believe that Jesus is God's son and is God on Earth.



Some Hindu people believe that God can be represented through different forms called deities.



Some Muslim people believe that God is so special that he can never be drawn or described.

Hinduism

Christianity

Islam



believe



Christian



Muslim



Hindu



God

Allah

Brahman



Jesus



Islamic art



deity

PSHE

Our second puzzle is called 'Celebrating Differences', where we will learn: to identify similarities and differences to those in our class, explain what bullying is, identify how new friends are made and celebrate our differences!



Art

We will be focussing on painting and mixed media. We will learn how to name the primary colours, mix primary colours to make secondary colours, and apply paint consistently to achieve a print.

Hue	Describing an exact colour: sky blue, dark green, rose pink
Mix	Combining two or more colours together
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Primary colours	Red, yellow and blue
Print	Transferring an image onto another surface, e.g. finger printing
Secondary colours	Orange, green and purple and made by mixing two primary colours together



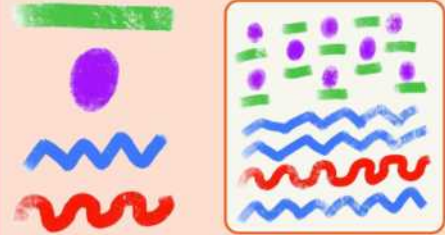
Jasper Johns



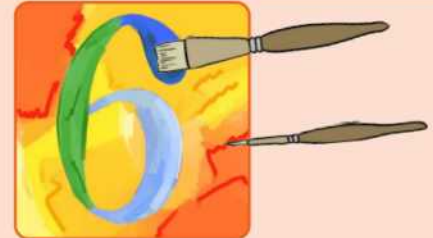
Clarice Cliff



Create patterns by repeating shapes, colours, lines



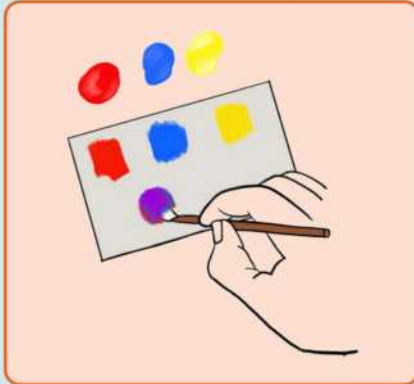
Different brushes make different marks



Primary colours












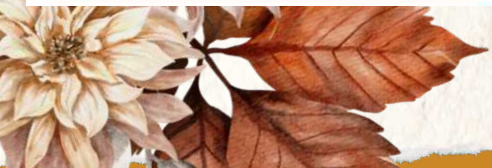

Mix secondary colours



Computer Science

Our focus this term is to explain what an algorithm is, write and follow clear algorithms, explain what inputs and outputs are, create an achievable program, decompose a design into steps and identify bugs in an algorithm and how to fix them.

Full picture:		Decomposition:		
		Shape:	How many?	Body part
			One	Eye
			One	Head
			One	Beak
			One	Wing
			One	Body
			Two	Legs
			Two	Feet



Algorithm	A clear set of instructions to carry out a task.
Bug	An error or mistake in computer code.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Debug	To fix the error in code.
Decompose	To break something down into smaller chunks.
Device	Equipment created for a certain purpose or job.
Input	A way of telling the computer what you want it to do.
Instructions	A list of commands and directions on how to do something.
Output	Information or data that is sent by the computer to an output device such as a printer or speakers.
Solution	The method to solve a problem.

Music

Our focus will be 'tempo'. We will learn how to demonstrate slow and fast beats while saying a rhyme and using an instrument, perform a song using a singing voice, perform with an instrument, sing in time from memory, and keep a steady pulse.

Contrast

Different parts in a piece of music.

Warm up

Getting the voice and body ready to sing.

Beat



The heartbeat of the music.

Singing voice



Using the voice to sing different sounds that can be high and low.

Speaking voice



Using the voice to speak with a beat.

In Year 1, we provide homework tasks each week. These will be handed out on Fridays and collected in on Thursday, to be acknowledged. Please contact your child's class teacher if you require support/advice regarding homework. Children will need to practise 3 common exception word spellings weekly, as they are required to spell these correctly and independently by the end of Year 1.

Week 1 Spellings: be he me

Week 2 Spellings: she we no

Week 3 Spellings: go so by

Week 4 Spellings: my here there

Week 5 Spellings: where love come

Week 6 Spellings: some one once

Week 7 Spellings: ask friend school

Things to remember:

Please could all property be labelled to support us and the children in identifying clothing and shoes.

PE kits should be brought into school at the beginning of each term.

Please continue to listen to your child read at least x3 a week and question them about the story to aid their comprehension.