Growing

Class 1 are preparing for Spring by learning about plants and new life in our new topic of 'Growing'. We will be particularly active in our learning this half term as we will use our learning to develop our own outside space, as well as to care for fertilised eggs as they develop into Chicks.

Below is information regarding what we will be covering this term across the curriculum so that you can support your child at home. If you would like any further information please come and speak to me and I will gladly help.

Miss Berry

Curriculum Area	Main learning	Key Skills	Key vocabulary
R.E.	This half term, the children will be learning about Joy and Sorrow. They will begin to understand that we are capable of hurting others and that we should always try to be kind to each other. They will learn that we can say sorry when we hurt someone but we need to ask Jesus to help us to do this. We will also be exploring Rights and Responsibilities with support from the Caritas in Action document.	• Know that they should always try to be kind to others • Know that sometimes we forget to be kind • Know that we can say sorry when we hurt someone and Jesus can help us to do this. • Know that we show our love God by helping one another. • Know that Jesus forgave people who hurt him and that we can do the same. • Know that we need to ask Jesus to help to be kind to others. Understand that: • Every person has a fundamental right to life. • It is this right that makes all other rights possible. • Everyone has the right to food, health care, housing, education and employment.	• Kind • Jesus • Happy • Bread • Hurt • Fish • Sad • Responsibility • Sorry • Right • Jesus • Duty • Zacchaeus • Wrong Care • Put things right • Making friends • Forgave • Peter • Sharing • Feeding of the 5000
English	• Poetry • Information writing • Stories with repetitive patterns	• Children will respond to language patterns and repetition by joining in. • Say, and hold in memory whilst writing, simple sentences which make sense. • Convey information and ideas in simple non-narrative forms, including the use of time adverbials. • Write non-chronological texts using simple structures. • To use a variety of sentence openers, as well as correct punctuation. • To extend range of joining words to link words and clauses using *but* and *or*. • Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts*. • Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. • Write from memory simple sentences dictated by the teacher that include words using the *GPCs* and common exception words taught so far.	Fiction, non-fiction, question, statement, adjectives, common noun, proper noun, connective, capital letter, finger space, full stop, question mark, comma, sentence openers, letter, instruction, imperative verb, poem, rhyming.
Maths	The children will be taught skills in: • Number - number and place value • Number - addition and subtraction • Geometry • Measurement • Statistics	• Count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number. • Read and write numbers to 100 in numerals. • Use the language of equal to, more than, fewer than, most, least. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9. • Describe movement, including whole, half, quarter and three-quarter turns. • Measure and begin to record lengths and heights using non-standard and then manageable standard units (m/cm). • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Sort objects, numbers and shapes to a given criterion and their own. • Ask and answer simple questions by counting the number of objects in each category.	**Number** – more, less, teen, add, subtract, take (away), difference, inverse, units, ones, tens, hundreds, place, place value, partition, exchange, represents, equal, equal to, makes, is the same as **Geometry** – shape, solid, fat, 3d, flat, 2d, whole, half, quarter, three quarter **Measurement** – length, longer, shorter, height, taller, taller **Statistics** sort, criteria, compare, more, less
Science	Plants and New life	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. Work Scientifically:	**Plants** plant soil fruit light tree petal flower weed grass leaf seeds bud bush/shrub stem pod sun seedling pollination photosynthesis roots daisy rose sunflower

		- By observing closely, perhaps using magnifying glasses. - By comparing and contrasting familiar plants. - By describing how they were able to identify and group them. - By drawing diagrams showing the parts of different plants including trees. - By keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening. - By comparing and contrasting what they have found out about different plants.	**New Life** Chicken chick egg hatching nest embryo nutrients shell albumen incubate yolk air cell chalazae membrane fertilised
Art and Design	<u>Designing an outside learning environment</u> After recording and evaluating what we currently have in our outside space, we will plan what improvements we would like to make and put those changes into action!	- Evaluation of existing products, deciding how. existing products do/do not achieve their purpose. - Propose more than one idea for their product. - Select appropriate technique explaining First… Next… Last…. - Select pictures to help develop ideas. - Use drawings to record ideas as they are developed. - Add notes to drawings to help explanations. - Talk about their design as they develop and identify good and bad points. - Describe their drawings of ideas and intentions. - Discuss their work as it progresses. - Select and name the tools needed to prepare the space. - Describe what they need to do next. - Evaluation (of their Finished Product)	plan, bird's eye, record, improve, make better, collect, contact, tools, equipment, purpose, prototype, to scale
ICT	Purple Mash: - Unit 1.2 Grouping & Sorting - Unit 2.6 Creating Pictures	- To sort items using a range of criteria. - To sort items on the computer using the 'Grouping' activities in Purple Mash. - To walk around the local community and find examples of where technology is used. - To record examples of technology outside school.	- Sort - Criteria - Group - Technology - Community - Purpose