

Literacy: (Cross curricular link to History)

Listen and respond to a story

Write simple sentences/ extended sentences

Spelling and Grammar:

Punctuation –Capital letter, full stop, finger spaces

Adjectives, alliteration, time connectives, connectives, similes

Create own stories with clear beginning/middle/end; problems / solutions; settings; characters

Write a post card using correct structure

Create a seaside brochure

Write an acrostic poem using creative language

Music:

Use voices creatively by singing songs and chants

Play tuned and untuned instruments

Explore creating and composing own music

History:

Be able to compare the seaside today with the seaside in Victorian times.

Maths:

Use arrays to show repeated addition, multiplication and division

Count in multiples of 1,2,5,10

Read and write time to the hour and half hour

Use the language of time: day, hour, week, month

Measure, compare and record different quantities:

a) length b) mass c) capacity/volume d) time



Year One Term 6 2017

Oh I do like to be beside the sea side

Geography:

Understand differences/similarities between British seaside and Wantage

Use 4 compass directions to describe locations

Identify capital cities of UK and the seas that surround it

Use basic geographical language to refer to key physical and human features

Science:

Name the four seasons; observe seasonal weather changes; know key events that take place in each season

To learn basic facts about the sun

Computing:

RMeasimaths

eSafety

Understand what an email is and write a joint email

Know how to save and retrieve digital content

Understand use of technology outside school

Know how to navigate a website

Practise keyboard skills

Art:

Create a seaside scene using oil pastel relief

Design and make a puppet; select tools, techniques and materials

Know of Andy Goldsworthy the artist and his style and use of natural materials; create a piece of work in this style

Recognise and identify natural objects

PE:

Bat and ball skills

Throwing and catching

Working as a team

RE: Judaism - Chanukah

Empathise with Jewish children by understanding how it feels to take part in Chanukah activities