## Year 1 Autumn 2

# Polar Explorers



## BIG QUESTION…

### Where are the coldest parts of the world and can anyone live there?

Pack up your scarf, winter hat and thick, thermal clothing as we are about to set off to the world's coldest regions.
We will discover the brave and determined explorers who travelled to the north and south of our incredible world and learnt more about the animals who live there.
If you're ready, climb aboard your sledge and keep your distance from those polar bears…they aren't quite as cute and friendly as they look!



# In this half term, you will…

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| **Reading** | continue to focus on recapping and introducing new sounds, tricky words and embedding reading strategies to support independence and confidence.<br>The following sounds will be covered, in line with our phonics scheme '**Little Wandle Letters and Sounds Revised**'<br>**Phase 5 Graphemes**<br>/ur/ 'ir' e.g. b**ir**d, /igh/ 'ie' e.g. p**ie**, /oo/ /yoo/ 'ue' e.g. bl**ue** and resc**ue**, /yoo/ 'u' e.g. **u**nicorn, /oa/ 'o' e.g. g**o**, /igh/ 'i' e.g. t**i**ger, /ai/ 'a' e.g. p**a**per, /ee/ 'e' e.g. h**e**, /ai/ 'a-e' e.g. sh**a**k**e**, /igh/ 'i-e' e.g. t**i**m**e**, /oa/ 'o-e' e.g. h**o**m**e**, /oo/ /yoo/ 'u-e' e.g. r**u**d**e** c**u**t**e**, /ee/ 'e-e' e.g. th**e**s**e**, /oo/ /yoo/ 'ew' e.g. ch**ew** n**ew**, /ee/ 'ie' e.g. sh**ie**ld, /or/ 'aw' e.g. cl**aw**<br><br>We will also be learning to read these new tricky words<br>their people oh your Mr Mrs Ms ask could would should our house mouse water want and revising previously taught tricky words from Phases 2-4.<br><br>• read words containing –s and –es endings<br>• read other words of more than one syllable<br>• read aloud accurately books that are consistent with your developing phonic knowledge<br>• re-read these books to build up fluency and confidence in word reading<br>• enjoy a range of stories by a range of authors including the authors Oliver Jeffers and Chris Judge<br>• read a range of stories about animals from the Polar Regions<br>• use non-fiction texts to find out information about the Polar Regions and the animals that live there |
| **Writing** | • begin to name the letters of the alphabet<br>• begin to write capital letters correctly<br>• write lists, facts and labels<br>• compose a sentence orally before writing it<br>• write simple sentences that start with a capital letter and end with a full stop<br>• use finger spaces in between words<br>• to understand what nouns are, and identify them in texts<br>• hold a pencil comfortably and correctly<br>• ensure letters are formed correctly and of a similar size<br>• be **challenged** to use *'and'* to join your ideas together in a sentence<br>• A 'golden sentence' example is – 'The polar bear has white fur and black claws'. |
| **Mathematics** | • form the digits 0-9 correctly<br>• begin to read and write numbers from 1-20 in numerals and words<br>• count forwards and backwards and write numbers to 20<br>• order numbers correctly<br>• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs<br>• read, write and solve number equations involving addition (+), subtraction (–) and equals (=) signs using concrete objects (unifix cubes/counters) and pictorial representations (pictures)<br>• Examples - 9 – 6 = 3<br>• Examples - 5 + 3 = 8<br>• with support solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = __– 9.<br>• explore fact families, comparing groups of objects<br>• 'find the difference' between numbers using subtraction<br>• begin to recognise, name and sort 2D and 3D shapes<br>• make patterns using shapes |
| **Science** | • observe and describe weather associated with Autumn and Winter<br>• observe how day length varies and gather and record data by making tables and charts about the seasons/weather<br>• Understand that water is a material and observe it over time<br>• explore a range of materials and know their properties<br>• articulate scientific reasoning for selecting and investigating certain materials.<br>• investigate the best material for a purpose – e.g. consider which material would be the best insulator for polar regions |

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| **Art & Design Technology** | • learn about the Northern Lights and to create art inspired by the Northern Lights using pastels<br>• draw detailed sketches of animals that live in Antarctica and the Artic<br>• explore the work of Frances Hatch<br>• sew Christmas decorations |
| **Computing** | • explore how we can paint using computers<br>• explore creating shapes and lines on the computer<br>• make an image in the style of Kandinsky |
| **History** | • create personal timelines<br>• create class historical timelines<br>• learn about the lives of significant individuals in the past who have contributed to national and international achievements, including, Matthew Henson's discovery of the North Pole and Felicity Aston's explorations in modern times<br>• Make comparisons between Felicity Aston explorations in modern times and Matthew Henson's discovery of the North Pole |
| **Geography** | • identify location of hot and cold areas of the world in relation to the equator<br>• identify the North and South Poles |
| **Music** | • listen and appraise other styles of music across a range of historical periods and genres<br>• create and compose music<br>• understand and explore how music is created<br>• listen to and practise songs for the Christmas shows |
| **P.S.H.E** | • identify similarities and differences between people in my class<br>• discover ways to make new friends<br>• recognise my qualities as a person and a friend<br>• understand what bullying is |
| **Physical Education** | **Gymnastics:**<br>• explore travelling movements<br>• develop quality when performing and linking shapes<br>• develop stability and control when performing balances<br><br>**Sending and Receiving:**<br>• roll a ball towards a target<br>• be able to track and receive a rolling ball<br>• be able to stop, send and receive a ball with your feet<br>• develop throwing and catching skills<br>• send and receive a ball using a stick<br>• send and receive a ball using a racket |
| **Religious Education** | • recognise that different people have different beliefs about God's form and appearance.<br>• recognise and explain how Christian, Muslim and Hindu people refer to God<br>• explain how art can be used to express feelings towards God<br>• show respect for differences and similarities in how different religions represent God<br>• explain why people use different names for God and show respect for the different names for God across religions |
| **ALZ** | • The ALZ or Active Learning Zone is a separate area to the classrooms run by a dedicated member of staff, six children from each class access the provision each session. Children are able to explore their learning in an active and practical manner and are set challenges and tasks which extend their learning and problem solving skills. The teacher can use these opportunities to observe learning and complete assessments. |

## TOP 5 WORDS to know by the end of this topic:




equator

Arctic

globe

Antarctic

climate

## Useful websites to enhance learning:

https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/
https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds
https://www.ictgames.com/
https://www.youtube.com/watch?v=VQgizwwvqNk saying letter sounds
https://www.phonicsplay.co.uk/
https://www.topmarks.co.uk/maths-games/hit-the-button

## Great books you could read:

