



Our Half Termly Learning Journey

Year Group: Year 1

Term and Year: Spring 2 2024

Cycle: A

Big Question	Other questions	Links to Bolney/21 st C	Key Vocab	Edshed film units	Whole Class Reading Text	Key figures
<p>Did you need an umbrella on the way to school?</p>	<p>Who was Amelia Earhart? What inspired the Wright Brothers? Does it rain everywhere at the same time? Where did Amelia Earhart go? Why did the Wright Brothers choose Kitty Hawk, North Carolina for their flight tests? Could it snow in August? What happens when water meets fire?</p>	<p>History – looking at how aircrafts have evolved</p>	<p>experiment data enquiry country climate environment engine aeroplane transport America Atlantic Pacific temperature fire wind earth water rain snow element change pilot flight inventor adventurer explorer</p>	<p>The Ugly Sharkling</p>	<p>Pablo And Splash by Sheena Dempsey</p>	<p>Emilia Earhart, Wright brothers</p>



Links to Bolney characteristics	Project overview	Hook/Wow Starter	Project Outcome/Fantastic Finish	Links to Interplay lands	Driver Subjects (Part of project and discrete) English, maths, science, RE, PE, French and RHE plus:	Other Core Texts	Visits / Visitors
Creative Thinkers Achievers - science experiments Emilia Earhart, Wright brothers	The Elements	Elements Element superhero writing unit	Science Week experiments (Wormeries)	N/A	STEM/Geography/History	Once upon a raindrop Here we are After the storm	Royal Air Force Museum Workshop



As writers we will...	As mathematicians we will...	As geographers we will...	As musicians we will...	In RE we will...
<ul style="list-style-type: none"> ❖ Oral rehearsal ❖ Spelling common exception words ❖ Correct sentence structure ❖ Conjunctions ❖ Fiction writing ❖ Sentence types ❖ Common spelling patterns 	<p>Place value (within 50), Length and height, Weight and volume</p>	<p>From last half term: Uses a camera/photos</p>	<p>Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low- pitch; loud and quiet- dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.- timbre). Hear the pulse in music.</p>	<p>recognise symbols and other forms of religious expression identify what is of value and concern to themselves, in religious material studied</p>
As readers we will...	As designers we will...	As artists we will...	As historians we will...	As linguists we will...
<p>Read daily Answer VIPERS questions Listen and engage with class book</p>	<p>Cut food safely- Learning for Life Describe the texture of foods- Learning for Life Wash their hands and make sure that surfaces are clean- Learning for Life Think of interesting ways of decorating food they have made, eg, cakes - Learning for Life Explain which tools are they using Challenge: Name tools and their uses Describe how different textiles feel</p>	<p>N/A</p>	<p>Remembers parts of stories and memories about the past. Begins to identify and recount some details from the past from sources (eg. pictures, stories) Finds answers to simple questions about the past from sources of information (eg. pictures, stories) Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>	<p>Learn new words and pronunciation through engaging topic lessons Use our 'wow' word in our writing</p>



	Make a product from textile by gluing			
As speakers and listeners we will...	As programmers in computing we will...	As scientists we will...	As young people we will... (Learning for life)	As a sportsperson we will...
<p>Listen to the class text and respond to questions in fill sentences</p> <p>Talk to our pairs on the carpet</p> <p>Participate in active listening</p>	<p>I can work with others and with support contribute to a digital class resource which may include graphics, sound and text.</p> <p>I can use tools in a Paint package (Tux).</p> <p>I can edit a picture.</p>	<p>Begin to talk about what they have found out and how they found it out.</p> <p>To begin to say what happened in my investigation.</p> <p>To begin to say whether I was surprised at the results or not.</p> <p>To begin to say what I would change about my investigation.</p> <p>Can begin to talk about how science helps us in our daily lives eg. torches and lights help us see hen it is dark.</p> <p>Am beginning to understand science can sometimes be dangerous.</p> <p>Identify and name common plants, including deciduous and evergreen trees.</p>	<p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease / illness</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know about people who can keep them safe</p>	<p>move under control.</p> <p>combine movements in a simple sequence.</p> <p>move with awareness of space.</p> <p>show contrasts (high/low movements, crouching/stretched movements etc).</p> <p>land safely when jumping.</p> <p>stretch to develop flexibility.</p> <p>use climbing equipment safely.</p>



		Identify and describe roots, stem/trunk, leaves, flowers.		
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Reading/Writing & project focus		Maths
Week 1	Design a superhero with the power of fire, wind, water or earth, write stories for them	Place value (within 50)
Week 2	Amelia Earhart job advert	Shape recap
Week 3	Amelia Earhart persuasive writing	Length and height
Week 4	Film Unit – The Ugly Sharkling	Length and height
Week 5	Wright Brothers newspaper reports	Weight and volume
Week 6	Wright Brothers newspaper reports	Weight and volume