

Class 1 Essential Knowledge

Spring 2 2025

English

In English we are looking at the story Grandad's Island by Benji Davies.



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Vehicle Text
Grandad's Island
Writing Outcome & Writing Purpose
Narrative: Return Narrative Purpose: To narrate
Information: Jungle Animals Purpose: To inform
Grammar: Word
Build on previous units & focus on: Use of the Suffixes -er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs
Grammar: Sentence
Build on previous units & focus on: Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and an exclamation
Grammar: Text
Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing Learn how to use the progressive form of verbs in the present and past tense to mark actions in progress
Grammar: Punctuation
Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences. Apostrophes to mark singular possession in nouns

RECEPTION MATHS

Week 1

Step 1 Find 9 and 10

Step 2 Compare numbers to 10

Step 3 Represent 9 and 10

Step 4 Conceptual subitising to 10

Step 5 1 more

Week 2

Step 6 1 less

Step 7 Composition to 10

Step 8 Bonds to 10 (2 parts)

Step 9 Make arrangements of 10

Step 10 Bonds to 10 (3 parts)

Week 3

Step 11 Doubles to 10 (find a double)

Step 12 Doubles to 10 (make a double)

Step 13 Explore even and odd

Week 4

Step 1 Recognise and name 3-D shapes

Step 2 Find 2-D shapes within 3-D shapes

Step 3 Use 3-D shapes for tasks

Step 4 3-D shapes in the environment

Step 5 Identify more complex patterns

Step 6 Copy and continue patterns

Step 7 Patterns in the environment

Year 1 Maths

Week 1-2

Step 1 Count from 20 to 50

Step 2 20, 30, 40 and 50

Step 3 Count by making groups of tens

Step 4 Groups of tens and ones

Step 5 Partition into tens and ones

Step 6 The number line to 50

Step 7 Estimate on a number line to 50

Step 8 1 more, 1 less

Step 1 Add by counting on within 20

Step 2 Add ones using number bonds

Step 3 Find and make number bonds to 20

Week 3-4

Step 1 Heavier and lighter

Step 2 Measure mass

Step 3 Compare mass

Step 4 Full and empty

Step 5 Compare volume

Step 6 Measure capacity

Step 7 Compare capacity

Step 1 Compare lengths and heights

Step 2 Measure length using objects

Step 3 Measure length in centimetres

Year 2 - Maths

Week 1

Step 1 Count money - pence

Step 2 Count money - pounds (notes and coins)

Step 3 Count money - pounds and pence

Step 4 Choose notes and coins

Step 5 Make the same amount

Step 6 Compare amounts of money

Step 7 Calculate with money

Step 8 Make a pound

Week 2

Step 1 Measure in centimetres

Step 2 Measure in metres

Step 3 Compare lengths and heights

Step 4 Order lengths and heights

Step 5 Four operations with lengths and heights

Week 3-4

Step 1 Compare mass

Step 2 Measure in grams

Step 3 Measure in kilograms

Step 4 Four operations with mass

Step 5 Compare volume and capacity

Step 6 Measure in millilitres

Step 7 Measure in litres

Step 8 Four operations with volume and capacity

Step 9 Temperature

Geography

There you are

Our world

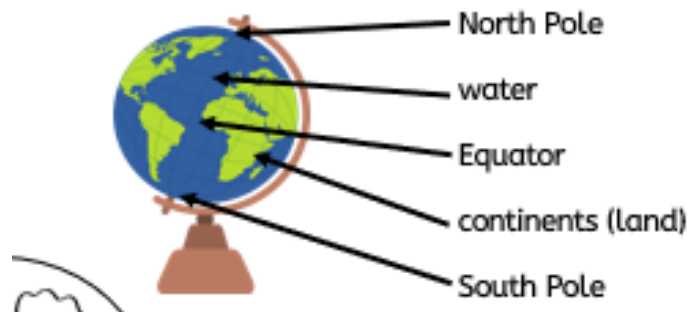
We live on the Earth. The Earth is at the global scale. The Earth's land is split into seven large areas of land that are called continents.

There are seven continents in the world:



All continents except Antarctica are split into lots of countries. The UK is a country in the continent of Europe.

A globe shows us some features of the Earth:



Kenya



Kenya is a country in the continent of Africa. It is home to many different people, animals and places!

The capital city is Nairobi. There are lots of smaller cities, towns and villages too, like Naro Moru.

There are lots of similarities between rural and urban areas in the UK and in Kenya, and some differences too.

Key vocabulary

- **atlas**: a book that has lots of maps inside
- **continent**: one of the seven large areas of land on Earth
- **Equator**: the imaginary line that goes around the middle of the Earth
- **globe**: a round object that shows us geographical features of the Earth
- **North Pole**: the point at the very top of the Earth
- **north**: describing a location nearer to, or a direction towards, the North Pole at the top of the Earth
- **South Pole**: the point at the very bottom of the Earth
- **south**: describing a location nearer to, or a direction towards, the South Pole at the bottom of the Earth

Science

Uses of everyday materials

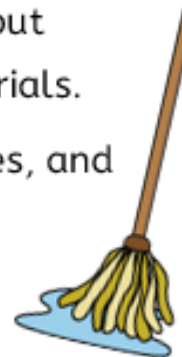
Physical properties of everyday materials

Materials like wood, plastic, metal, brick, paper and cardboard have different **physical properties**.

- **absorbent**: a material that soaks up liquid
- **heatproof**: a material that does not allow heat through
- **malleable**: a material that is easy to shape
- **waterproof**: a material that does not allow water through
- **windproof**: a material that does not allow wind through

Using materials to make objects

Some objects are made from one type of material, but other objects are made from a combination of materials. Different parts of the object need different properties, and using two materials solves this problem.

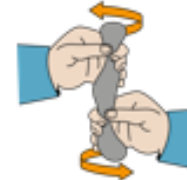


Some materials can change shape



they can be **squashed**

they can be **bent**



they can be **twisted**



they can be **stretched**

The handle of this mop is made from wood; it is hard and you can push it along the floor.

The head is made from an absorbent material.

Art - Charles McGee

Paper Sculpture

Drawing with Pen

Different types of pen create different types of line.

We can use different pens in our mark-making experiments.

This helps us to make choices about which type of pen to use for the sort of line we want to make.

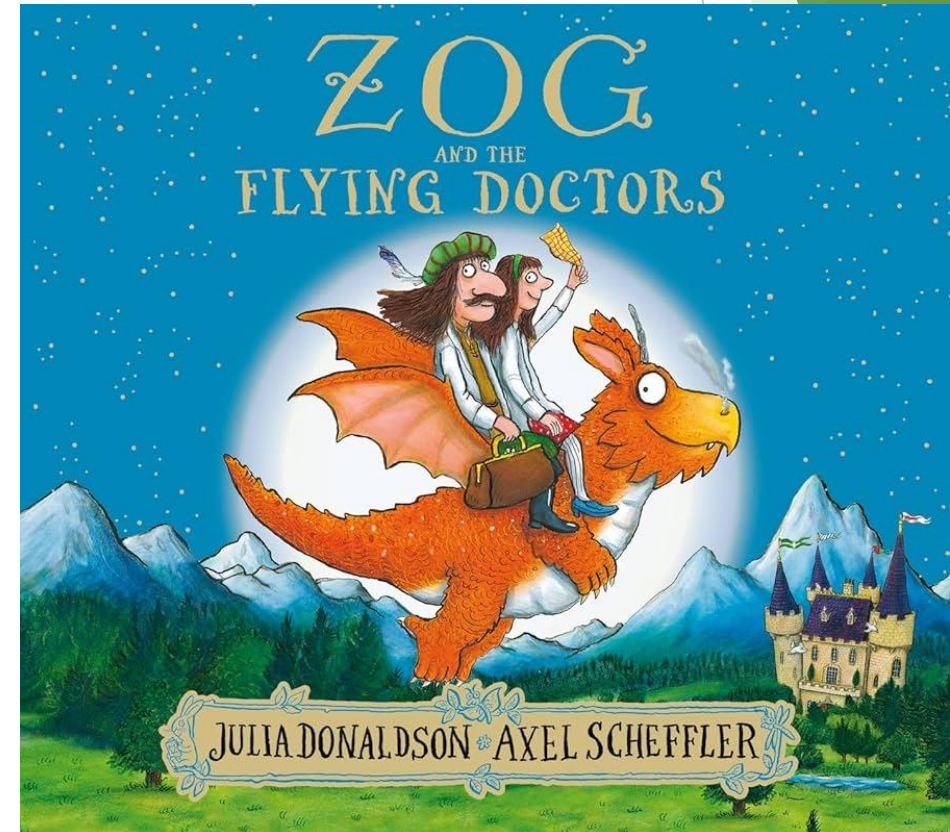


Charles McGee

Charles McGee was an American artist who made artwork using bold patterns made up of black and white lines and shapes. Some of his work is flat (2D) and some of his work is 3D sculpture. In this unit, we have made a 3D paper sculpture.

PSHE - Drug Education

In PSHE this half term we are going to learning all about medicines and drugs. We are going to be looking at when and why we take medicines and what we should not put into our bodies and why.



Music



Reception will be learning Five Fine Bumblebee's where they will be learning:
Focus: Timbre, tempo, structure (call-and-response), active listening.

Objectives: • Improvise a vocal/physical soundscape about minibeasts.

- Sing in call-and-response and change voices to make a buzzing sound.
- Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.
- Listen to a piece of classical music and respond through dance

Year 1 and 2 Will be learning 'Who stole my chickens and my hens?

In this topic they will explore:

Focus: 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skippy' rhythm), clapping games.

Objectives: • Compose new lyrics and create short body percussion patterns to accompany the song.

- Sing familiar songs in low and high voices, recognising higher and lower.
- Play a partner clapping game while singing a song.
- Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments.



R.E

In R.E we will be exploring 'Why and how do we celebrate special and sacred times?'

In this we will be exploring what times are special and sacred and deep diving into the celebration of Easter. We will explore why Christians celebrate easter and why it is a special and sacred time for them.

We will also be learning why Christians make Easter Gardens and why they put a cross in them.

