

History: Homes in the past. As part of this unit, we will convert our home corner to a home from around 100 years ago and will re-enact washday using original and replica artefacts.

- Develop an awareness of the past, using words relating to the passing of time
- Identify similarities and differences between the way of life now and in the past
- Examine artefacts and suggest what they tell us about the past
- Understand some of the ways we find out about the past e.g. books, oral history, pictures , photographs and artefacts
- Experience an old fashioned wash day

Literacy: We will develop our reading, writing, phonics and grammar skills. We will use a number of key texts as a stimulus for writing, including: This is the Bear, Handa’s Surprise, Mama Do You Love Me, traditional tales and poetry. Skills we will develop include:

- Using spaces to separate our words
- Using capital letters and full stops to demarcate sentences
- Retelling familiar stories
- Using capital letters for names and I
- Sequencing events
- Adding description using adjectives and noun phrases
- Recount real events we have experienced in class

Computing:

Computer science: using Bee Bots

- Give and follow instructions, which include straight and turning commands, one at a time.
- Explore outcomes when instructions are given in sequence.
- Give a simple sequence of instructions.

Information technology: using an app

- Use ICT to generate ideas for our work.
- Use various tools including brushes, pens, lines, fill, spray and stamps.
- Use save, retrieve, amend and print.

Digital literacy:

- Understand what personal information is.
- Understand why we don’t share personal information

Science: Animals, including humans.

We will:

- Identify, name, draw and label the basic parts of the human body
- Sing songs and play games, showing we can name body parts
- Say which part of the body is associated with each sense
- Take part in a range of investigations to observe our senses
- Set up our own investigations to test a given hypothesis e.g. we can hear without seeing
- Record our observations through pictures, labelled diagrams and simple captions

Art: Using ourselves as inspiration, we will:

- Learn decoupage and collage techniques as we create personalised memory boxes
- Take photographs of each other’s faces, using them to create continuous line drawings and develop our observational skills
- Develop our collage skills as we create self portraits based on our own photo
- Experiment with ink printing effects and applications, charcoal and graphite to create art inspired by personal journeys.

Geography: Our local area, with celebrity visitor.

We will:

- Use simple fieldwork and observational skills to study our school , the grounds and the surrounding streets
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of our school and surrounding streets
- Devise a simple map of our school, with basic symbols in a key
- Record our observations as drawings, photos and simple maps

Design and technology: making fruit salad (linked to Handa’s Surprise).

Planning: Handle and taste a variety of fruits, thinking about their appearance, colour and texture, then plan our own fruit salad.

Making: Learn how to handle knives, graters and peelers safely and prepare our fruit salad safely and hygienically.

Evaluate: Rate our fruit salad based on colour, attractiveness, flavour and texture.

Music: based on emotions. We will:

- Represent different emotions using our voices when singing
- Learn Zip-A-Dee-Doo-Dah song on glockenspiels and accompany own singing
- Play lots of music games encouraging listening, rhythm and melody

PE:

Games Skills include: running; changing direction; jumping; throwing; catching; kicking; bouncing; following rules; evaluating; team work; competition; using different balls and equipment; playing areas.

Dance Skills include: creating actions with body parts and body shapes; directions; levels; size; speed; timing; working alone and with a partner.

RE: We will start by exploring what it means to belong and relate it to how children are given a sense of belonging in different religions. We will then learn what Christians remember at Christmas and how they celebrate.

PHSE: Linked to our fruit salad, we will learn about 5 A Day and the importance of keeping clean and hand washing. We will learn how to brush our teeth well. We will be able to talk about our feelings and how to manage our emotions. Linked to science, we will learn about similarities and differences between boys and girls.

Trips and Visitors: Dora the Explorer may be kind enough to visit, we will go for local walks and visit the Ragged School Museum.

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| <p>Literacy: We will develop our reading, writing, phonics and grammar skills. We will use a number of key texts as a stimulus for writing, including: Man on the Moon, The Snail and the Whale, The Old Woman and the Pumpkin and Commotion in the Ocean. Skills we will develop include:</p> <ul style="list-style-type: none"> • Consolidating skills from the autumn term • Using conjunctions to join clauses • Using s to show plurals • Sequence sentences to create short narratives • Building our description through expanded noun phrases e.g. sharp pointy teeth • Increase our stamina as writers • Writing for different purposes • Having fun as we write | <p>Computing: Computer science: using Bee Bots</p> <ul style="list-style-type: none"> • Know algorithms are sets of precise instructions • Give a sequence of instructions to complete a simple task • Instructions use both movement commands and additional commands <p>Information technology: word processing</p> <ul style="list-style-type: none"> • Use the spacebar, enter, shift and arrow keys • Start to use two hands to type • Delete using backspace <p>Digital literacy:</p> <ul style="list-style-type: none"> • Recognise uses of technology beyond school | <p>Science: Animals, including humans. We will link our science learning to the animals in the stories we read and will learn to:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals • Sort animals by our own criteria e.g. has wings/ lives in the ocean/ has a beak • Communicate observations through talking, drawings, using labels and simple writing • Use simple charts to show results • Ask our own questions |
| <p>Art: Using the theme of sea creatures and the sea, we will:</p> <ul style="list-style-type: none"> • Experiment using watercolour paints and powdered ink, varying water added and mixing colours • Make collages of sea creatures, exploring texture • Use different media to add to collage, creating different tones • Manipulate malleable materials • Explore the work of Kobina Nyarko and experiment with our own colours and pattern | <p>Geography: Linked to our stories, we will: use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | <p>Design and technology: Making Rockets Design: Use the internet, pictures and toys to explore rockets and their shapes. Label the features of rockets e.g. fins, windows, door, booster rockets etc.. Practise joining techniques then make a drawing of own design. Making: Use cutting, measuring and joining techniques to make own rocket, including a hinge for the door. Decorate. Evaluate: Answer questions about own rocket and identify likes and dislikes. Identify changes if we did it again.</p> |
| <p>Music: based on The Owl and the Pussycat and other stories, we will:</p> <ul style="list-style-type: none"> • Learn music games to promote rhythm, melody, timing and pitch • Experiment with playing a variety of percussion instruments • Learn a range of songs to sing as a group • Sing in tune, demonstrating expression effectively | <p>PE: Gym Skills include: travelling on floor and apparatus; jumping; landing; stretching; rolling; balancing; swinging; climbing; linking actions; using space; planning and performing. Dance Skills include performing actions by: travelling; jumping; turning; rolling; balancing; gesturing; rising and falling. Body shapes to include: stretched, curled, wide, twisted and arched. Children will change direction, levels, size, speed and timing. They will work alone, with a partner and in a group.</p> | |
| <p>RE: Islam. We will learn about the importance of good values for Muslims and why Prophet Muhammad is important. We will also learn about the Qur'an and the 5 pillars of Islam. PHSE: We will learn about feeling worried and who we can talk to. We will learn about different types of friends, safety rules to prevent getting lost and the role of the emergency services.</p> | | |
| <p>Trips and Visitors: Trip to Discover in Stratford to explore the world of books; trip to Greenwich Observatory for space exploration and Horniman Museum aquarium, for science and literacy links.</p> | | |

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| <p>Literacy: We will develop our reading, writing, phonics and grammar skills. We will develop key skills , using quality texts as a stimulus.</p> <p>The Enormous Turnip</p> <ul style="list-style-type: none"> Recognise patterns in texts and story language Retell own version of the story, including a repetitive refrain and dialogue Write instructions for planting a seed (science link) <p>Information writing</p> <ul style="list-style-type: none"> Research mini-beasts using information texts, noting key features Write own page for a class mini-beast book <p>Poetry</p> <ul style="list-style-type: none"> Discuss a range of poems and learn a poem by heart Following close observation of mini-beasts, write own list poem | <p>Computing:</p> <p>Computer science: using Daisy Dino</p> <ul style="list-style-type: none"> Explore what will happen when instructions are given in a sequence Use both movement commands and additional commands Edit/refine a sequence of commands after testing <p>Information technology: data</p> <ul style="list-style-type: none"> Know that images give information Say what a pictogram is showing us Input data to create a pictogram <p>Digital literacy:</p> <ul style="list-style-type: none"> Identify different devices that can go on the internet, and separate those that do not. Recognise that a variety of devices (Xbox, PSP etc. as well as computers and phones) connect users with other people. | <p>Science: Animals, including humans. We will extend our learning from the Spring Term to:</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Closely observe mini-beasts and sort them according to their characteristics Communicate observations through talking, drawings, using labels and simple writing Observe and record changes from caterpillars to butterflies <p>Plants:</p> <ul style="list-style-type: none"> identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers Plant seeds, care for them and observe their growth |
| <p>Art: Using the natural world as a stimulus, we will:</p> <ul style="list-style-type: none"> Create 3D wreaths, thinking carefully about colour Use chalk and oil pastels to create spiral pictures inspired by Kandinsky Develop our observation skills in drawing to create sketches of grasses and flowers Make visual diaries of plants in the school grounds Experiment with drawing using different tools e.g. sharpened twigs and ink Use layering, drawing skills and collage to create collages of minibeasts | <p>Geography: We will:</p> <ul style="list-style-type: none"> Name and locate the four countries of the UK and their capital cities Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use aerial photos and simple maps to recognise farms and farmland Visit a farm and observe the landscape, land use and compare it to our local area Create own maps based on farm visit | <p>Design and technology: Moving pictures.</p> <p>Design: After investigating and practising simple moving mechanisms, design our own moving picture. Label our picture</p> <p>Making: Use a variety of skills to make our moving picture, including: cutting; using a hole punch; joining with staples, tape, glue and split pins; using finishing techniques; folding and using a ruler to draw straight lines.</p> <p>Evaluating: Say what we are proud of and what we would do differently next time.</p> |
| <p>Music: through learning a variety of songs, we will:</p> <ul style="list-style-type: none"> Develop our ability to sing and play with others, following a steady pulse Combine layers of sound with an awareness of the effect Respond effectively to musical instructions Enjoying singing and performing together | | <p>PE:</p> <p>Games Skills include: running and changing direction; jumping; throwing and catching; kicking; bouncing; following rules; team work; competition; using different balls and equipment; playing areas.</p> <p>Gym Skills include: travelling on floor and apparatus; jumping, landing, stretching and rolling; balancing; swinging and climbing. We will develop our linking actions; use of space; planning and performing skills.</p> |
| <p>RE: The natural world. We will be introduced to the belief that for people of many faiths, and specifically for Jews, Christians and Muslims, the Creator, God, designed the world. Linked to our topic, we will also investigate patterns, rhythms in nature, change, growth and the cycle of life. In addition, we will investigate the importance of sharing food in different faiths and will prepare food to share with each other.</p> <p>PHSE: We will learn where food comes from and about the lifecycle of living things. We will also express our feelings about loss or change and create a memory box about Year 1, before our transition into Year 2.</p> | | |
| <p>Trips and Visitors: Work with volunteer on the allotments and visit a farm.</p> | | |