

Art – Colour Chaos

- Experiment with a variety of media.
- Invent new shapes and lines.
- Mix new colours
- Begin to shade and tint.
- Explore the artist Jackson Pollock.
- Use a viewfinder to capture an aspect of detail.
- Use a variety of media to recreate an Artist's work.
- Paint a colour field painting.
- Explore facts about Mark Rothko.
- Using a variety of brush sizes and types.
- Mixing primary shades and tones.
- Talk about what they think and feel about a piece of work.



Topic Map: Year 1 Term: Spring 1

TITLE: The world around me



Computing

Use google maps to look at local area and the United Kingdom.

Use 2simple programme to create Motif's in the style of William Morris.

Skills

- To collect data on class or topic and represent the information using a pictogram package.
- Select and listen to onscreen information using a mouse.
- Compare various website when researching topics.

Music

I like the flowers

To learn the song 'I Like the Flowers' and to use this song to explore as a class the dimensions of music.

To write original lyrics in groups to 'I Like the Flowers'

Geography – How do people adapt to hot and cold countries?

- Study the Arctic and North and South Poles. Enquiry through photographic investigation.
- Will understand that the North and South Poles have different patterns of day and night from those experienced in the UK.
- Investigate the lives of the Inuit.
- Understand that polar bears live in the Arctic and rely on hunting other animals for their food.
- Understand that this area changes as ice melts and moves.
- Understand that there are differences between the North and South Poles.
- Understand that penguins live at the South Pole not the North Pole.
- Discuss how penguins, seals and whales live in these conditions.

R.E - Special People

This Topic: learning outcomes

Know and understand:

Explore: that there are special people in our lives who are there to help.

Reveal: that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus.

Respond: acquire the skills of assimilation, celebration and application of the above

PE - Athletics

Skills to be taught:

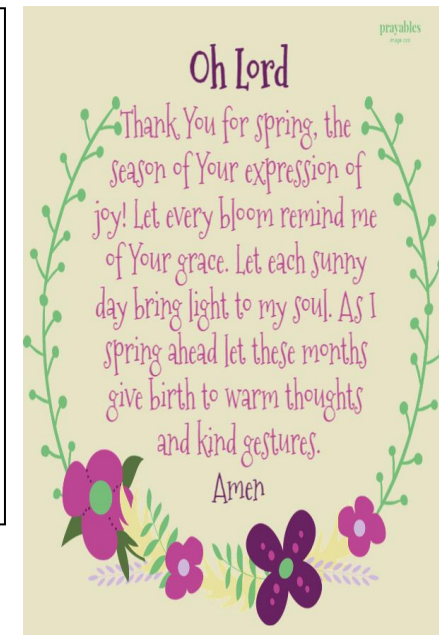
- Develop fundamental movement skills.
- Become increasingly competent and confident.
- Access a broad range of opportunities to extend their agility, balance and Coordination.
- Work individually and with others.

PSHCE

Dreams and goals

In this theme children will begin to explore effective learning and how they can influence their success. There are suggested activities to encourage reflection on how they prefer to learn – by seeing, hearing or doing – and to help them realise that different learning tasks require different ways of learning. Children will be introduced to problem- solving process which involves thinking through problems that affect people and choosing the best solution. They will focus on how they might work out what they want to happen when there is a problem (set a goal). Children will consider how they might set an aspirational goal and how they might start to work towards this goal. Story will be used to explore how a goal can be broken down into small steps.

Class Novel/Book – BFG by Roald Dahl



English

Traditional Fairy-tales

Required texts:

Goldilocks
Goldilocks and just the One Bear
The Gingerbread Man
Cinderella
Little Red Riding Hood
Good Little Wolf
Princess Smarty Pants
Prince Cinders
The Three Billy Goats Gruff

Grammar focus:

1. Recognise all letter sounds in phase 3, 4 and some children phase 5
2. Write simple cvc words
3. Leave spaces between words
4. Punctuate sentences with a capital letter & full stop

Instructions

Required texts:

Honey biscuits – Meredith Hooper
Sticky Little fingers – Jane Frere
How to look after your hamster – Colin Hawkins
A first book of nature – Nicola Davies and Mark Hearld

Talk for Writing:

Three Billy Goats Gruff

- Imitate the language needed for a traditional tale
- Orally rehearse language needed for own traditional tale
- Analyse traditional tales
- Write own traditional tale

Mathematics

This term the children will continue with the new Maths Scheme.

This will include:

Positions

- Naming Positions
- Naming Positions in Queues
- Naming Left and Right Positions
- Ordinal numbers
- Left and right

Addition within 10

- Add by using number bonds
- Add by counting on
- Completing number sentences
- Making addition stories
- Solving picture problems

Subtraction within 10

- Subtract by crossing out
- Subtract by number bonds
- Subtract by counting back
- Making subtraction stories
- Solving picture problems
- Addition and subtraction

Science

Everyday Materials

Knowledge

Distinguish between an object and the material from which it is made.

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Working Scientifically

Plan-With help begin to choose ways to:

Try and answer a question

Take a few guided planning decisions

Recognise when a simple test is unfair

Make own suggestions on how to collect data once the data needed has been outlined

Make a simple prediction if appropriate (based on something they have observed before but without an explanation)

Do- Make observations related to the task or test

Use simple equipment provided

Measure using uniform non- standard units (e.g. straws) or simple standard units and measuring equipment - meter stick , cm, kg masses, litre, jugs & second timer

Compare 3 or more things

Read scales to nearest labelled division.

Record- Draw pictures of results/ take photos

Help teacher make a class table or chart

Complete a simple chart or two column table

Make practical block graphs/pictograms

Make/draw a block graph with a 1:1 scale

Review- Describe simple observations

Say what they have found out

Say whether what happened was what they expected