



Spring

<u>Year group: 1</u>	<u>Term: 3/4</u>		<u>Enquiry Question: What did Flat Stanley do when he went to London?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Recreating Art Work- Van Gogh and Monet</u></p> <ul style="list-style-type: none"> - To know about the work of famous artists and recreate their work. - -Van Gogh - -Monet - To know and describe the differences and similarities between the work we create and the work of artists and craft makers. - To know what tools and colours to use to recreate the work of a famous artist. <p><u>Music</u></p> <p><u>Spring 1- In the Groove: Featured composers / performers - Queen</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To know songs off by heart - To know what the songs are about - To know and recognise the sound and names of some of the instruments they use 	<p>Design Make Evaluate Compare Recreate Artist</p> <p><u>Spring 1 - In The Groove</u></p> <p>Blues Baroque Latin Irish Folk Funk Pulse Rhythm Pitch Compose Improvise</p>	<p><u>Art</u></p> <p><u>Recreating Art Work- Van Gogh and Monet</u></p> <ul style="list-style-type: none"> - Explore the differences and similarities within the work of artists, craftspeople and designers in different times. - Investigate different kinds of art, craft and design. - Use different colours. - Explore primary colours. - Use a variety of brush sizes and types when painting. <p><u>Music</u></p> <p><u>Spring 1- In the Groove: Featured composers / performers - Queen</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.



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	<p><u>Spring 2 – Round and Round: Featured composer – Vivaldi (Four Seasons)</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To confidently sing or rap five songs from memory and sing them in unison 	<p>Perform Groove</p> <p><u>Spring 2 - Round and Round</u></p> <p>Keyboard Bass Guitar Percussion Trumpets Saxophones Pulse Rhythm Pitch Improvise Compose Perform Audience</p>	<p><u>Spring 2 – Round and Round: Featured composer – Vivaldi (Four Seasons)</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To learn about voices, singing notes of different pitches (high and low). - To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. - To learn to start and stop singing when following a leader.
<p>Knowledge & understanding of the world</p>	<p><u>History/Geography</u></p> <p><u>What did Flat Stanley do when he went to London?</u></p> <ul style="list-style-type: none"> - To be able to know and understand what the geographical terms human and physical mean and compare the feature to that of the UK. - To be able to look and compare geographical similarities and 	<p>UK Countries River Landmarks Castles Stately home Nature reserves Compare and contrast England Wales Scotland</p>	<p><u>History/Geography</u></p> <p><u>What did Flat Stanley do when he went to London?</u></p> <ul style="list-style-type: none"> - Identify different parts of the United Kingdom and understand the key human and physical features (river Thames, Big Ben) - Understand the similarities and differences between cities, towns and villages across the UK. - Discover and explore the countries capitals and seas of the UK



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	<p>differences in the UK (areas within the UK)</p> <ul style="list-style-type: none">- To be able to know different landmarks based on photographs and to say whether they are a human or physical feature.- To be able to study and create a map with a key and to describe the location of features.- To be able to know simple compass directions and directional language. <p><u>RE: Caring for the World</u></p> <p><u>Key Question: How can we keep the world special?</u></p> <ul style="list-style-type: none">- To be able to know and learn about how we care for our world and why.	<p>Northern Ireland</p> <p>Pollution Recycling Creation story Christianity Hindu</p>	<p><u>RE: Caring for the World</u></p> <p><u>Key Question: How can we keep the world special?</u></p> <ul style="list-style-type: none">- Look at and compare the creation story in different religions.- Identify the need to care for the world and themselves
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<p>SMSC</p>	<p><u>Dreams and Goals</u></p> <p>Children are taught to identify their successes, achievements, and any obstacles they may foresee in their learning.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> - Set simple goals - Identify successes and achievements - Work out how to achieve it - Tell others how they learn the best - Understand how to work well with a partner and celebrate achievement with their partners - Tackle a new challenge and understand this might stretch their learning - Identify how they feel when they are faced with a new challenge - Identify obstacles which make it more difficult to achieve their new challenges and can work out how to overcome them - Know how it feels when they see obstacles and how they feel when they overcome them - Tell how it felt when they succeeded in a new challenge and how they celebrated it - Know how to store the feelings of success in their 'internal treasure chest'. 	<p>Proud, Success, Achievement, Goal, Treasure, Coins, Learning, Stepping stones, Process, Garden, Dreams, Working together, Team work, Achievement, Celebrate.</p>	<p><u>Dreams and Goals</u></p> <p>Children can:</p> <ul style="list-style-type: none"> - Communicate how to overcome simple challenges and can outline methods for achieving them - Express how they perceive an obstacle and describe their feelings, frustrations and successes when faced with the new challenge.
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	<p><u>Healthy Me</u></p> <p>Children are taught to the basics of keeping a healthy body. We will achieve this whilst learning to:</p> <ul style="list-style-type: none">– Understand the differences between being healthy and unhealthy, and know some ways to keep myself healthy– Feel good about themselves when they make healthy choices– Know how to make healthy choices– Know how to keep themselves clean and healthy and to understand how germs cause disease/illness– Know that all household product including medicines can be harmful if not used properly– Keep themselves safe as they are special– Understand that medicines can help if they feel poorly and know how to use these safely– Know some ways to help themselves when they feel ill– Know how to keep safe whilst crossing the road, and about people who can help to keep them safe– Recognise when they feel frightened and know who to ask for help.		<p><u>Healthy Me</u></p> <p>Children will:</p> <ul style="list-style-type: none">– Be able to tell why their body is amazing and can identify some ways to keep it safe and healthy– Recognise how being healthy helps them to feel happy.
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<p>Scientific & technological understanding</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p><u>Design Technology</u></p> <p><u>Flat Stanley Puppet</u></p> <p>Design:</p> <ul style="list-style-type: none"> - Know what is required in a design - Explore design choices - Explore different types of fabric - Know what a puppet is and that there are different types that work in different ways <p>Make:</p> <ul style="list-style-type: none"> - Know how to make a fabric face - Discuss appropriate materials linked to suitability - Explore different finishing techniques e.g. using painting, fabric painting, fabric crayons, stitching, sequins, buttons and ribbons. - Understand how to join fabrics using different techniques e.g. glue, running stitch and over stitch stapling 	<p>Grow</p> <p>Deciduous Evergreen Bulb Sunlight Photosynthesis Germination</p> <p>Applique Design Embroider Evaluate Fray Glove Puppet Mock-up Seam Sew Template Joining and finishing Techniques</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> - Matching labels to body parts – large and smaller parts. - Describe how the parts move and how they are used. <p><u>Design Technology</u></p> <p><u>Flat Stanley Puppet</u></p> <p>Design:</p> <ul style="list-style-type: none"> - To be able to design a puppet - Explain the reasons behind my design choices- - Create a template. - Create a simple design to explain what they intend to do. <p>Make:</p> <ul style="list-style-type: none"> - Create a fabric face with support by joining pieces of fabric together and add features using appropriate materials and techniques. - Select material and shape it. - Follow the design carefully - Use different tools and techniques to create a functional product <p>Evaluate:</p>
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	<p>Evaluate:</p> <ul style="list-style-type: none"> - Similar textile products - Know how to compare products - Know how to evaluate <p><u>Computing</u></p> <p><u>Lego Builders (Unit 1.4)</u></p> <ul style="list-style-type: none"> - Follow and create simple instructions on the computer - Consider how the order of instructions affects the results - Know that by following the instructions correctly, they will get the correct result - Explain the effect of carrying out a task with no instructions - Know that an algorithm written for a computer to follow is called a program. <p><u>Coding (Unit 1.5 and 1.7)</u></p> <ul style="list-style-type: none"> - Understand the functionality of the basic direction keys - Understand the functionality of the basic direction keys - To understand how to create and debug a set of instructions - To understand what coding means in computing - To create unambiguous instructions 	<p>Program Instruction Algorithm Direction key Debug Coding</p>	<ul style="list-style-type: none"> - Explore and evaluate a range of existing textile products relevant to the puppet. - Compare products - Evaluate ideas throughout - Evaluate product through original design criteria <p><u>Computing</u></p> <p><u>Lego Builders (Unit 1.4)</u></p> <ul style="list-style-type: none"> - Organise instructions for a simple recipe - Correct errors in an algorithm or program with support. <p><u>Coding (Unit 1.5 and 1.7)</u></p> <ul style="list-style-type: none"> - To create simple algorithms - Debug an algorithm - Change the background images - To create unambiguous instructions - To use Design Mode to add and change backgrounds - To change the appearance of objects - To explore the uses of commands - To program using sound
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	<ul style="list-style-type: none"> - To use the 2Code Program. 		<ul style="list-style-type: none"> - To design a scene for a program - To explain what coding means.
Physical development	<p><u>Physical Development</u></p> <p><u>Groovy Gymnastics (Unit 1.3)</u></p> <ul style="list-style-type: none"> - To explore gymnastic actions and shapes. - Explore rolling movements as a way of travelling. - To explore travelling on benches. 	<p><u>Groovy Gymnastics (Unit 1.3)</u></p> <p>Travel Link Sequence Level Tension Posture Tuck Pike Straight Straddle Rolling: egg, log, forward, teddy bear rolls. Along, Over Onto and Off Tuck Pike Straddle Straight Direction Level</p>	<p><u>Physical Development</u></p> <p><u>Groovy Gymnastics (Unit 1.3)</u></p> <ul style="list-style-type: none"> - To explore movement actions with control and link them together with flow - Travel in different directions at different speeds and levels. - Link three moves together while travelling, aiming to change level, speed and direction. - Link isolated moves and shapes when travelling - Explore travelling to move along, over, around onto and off a bench. - Travel with a focus on changing direction and level, using small equipment - To choose and use simple compositional ideas by creating and performing sequences. - To repeat and link combinations of gymnastic actions - To link combinations of movements and shapes with control. - Use a variety of small equipment to perform a travelling sequence, using all of the skills learned so far.



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	<p><u>Skip to the Beat (Unit 1.3)</u></p> <ul style="list-style-type: none"> - Learn how to hop – same foot to same foot. - Learn how to jump – two feet to two feet. - Learn how to skip with a rope - Explore different ways of skipping 	<p><u>Skip to the Beat (Unit 1.3)</u></p> <p>Hop Jump Skipping Step overs Circuit Weave</p>	<p><u>Skip to the Beat (Unit 1.3)</u></p> <ul style="list-style-type: none"> - To develop foot patterns that aid skipping. - Develop the 'step hop' technique for a good skip without a rope - To improve agility, balance and co-ordination - Skip with good balance and technique. - Perform a skipping circuit with knowledge and understanding.
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<u>Guided Reading and other Linked Books</u>	<u>Previous Learning Links</u>	<u>Adaptations for SEND:</u>	<u>Key Questions:</u>
Royal Guard Queen's Hat Flat Stanley Lost and Found	<ul style="list-style-type: none"> - What is special about our area? (Autumn 1) - Chronology/Past - Buildings 	Visual stimulus Pictures, word mats and videos Practical and interactive activities (role play, hot seating and drama) Models and manipulatives Deeper level questioning using why and open ended questioning	What buildings are there in London? How is London different to Hedon? What interesting places are there to visit in London? What important people live in London?