


## Curriculum Information

Term: Term 3      Class/Year Group: 1 Horseshoe Bats

Inspiration/Theme: <b>Where does our food come from?</b>		Curriculum Driver: <b>Design Technology</b>		Outcome of learning: <b>Write own version of The Tiger Who Came to Tea to read to reception children.</b>			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
 <p>The Tiger Who Came to Tea by Judith Kerr Don't forget the Bacon Roald Dahl's Revolting Recipes Author study Judith Kerr</p>		<p><u>Hook/Super Starter</u> The kitchen team will ask for the children's help when food goes missing from the school kitchen.</p> <p><u>Trips/Visitors/Marvellous Middle</u> The children will prepare and cook "tea" for parents.</p> <p><u>Celebration/Fabulous Finish</u> The children will read their stories to the Reception children.</p>		<p>Published stories. Self-portrait based on Quentin Blake (as a front cover for the story). Pictures of "tea" when parents come in. Science display featuring labelled diagrams of plants.</p>		<p><u>Comparison</u> These are the same because... They are different because... <u>Prediction</u> I think ...because... I predict that...because... I wonder what will happen if..... I know that..... so.....</p>	
Topic Table		Role play		Maths Challenge table		Home Learning	
<p><u>Key questions</u> What would a flower need to grow? What are the different parts of a flower? Where does it come from?</p> <p><u>Key images/artefacts</u> Real plants, vegetables and fruit. Magnifying glass. Sketching pencils, watercolours etc. Labels of different of the plant.</p> <p><u>Key vocabulary</u> Stem, root, leaf, flower, petal, fair test.</p>		<p><u>Inside</u> Kitchen from Tiger that came to tea. Café Where does it come from? Area with different foods – children think about where they came from - how much do they cost?</p> <p><u>Outside</u> Café. Farm shop.</p> <p><u>Key Images/Artefacts</u> Story map. Tiger costume . Food, cutlery.. Scales. Shopping basket.</p>		<p><u>Key questions</u> How many do you have? What number do we start from from? Do you need to count them all?</p> <p><u>Key images/artefacts</u> Number line, ten frames, manipulatives, dice</p> <p><u>Key vocabulary</u> Greater, less than, how many, total, equals, same as.</p>		<p>Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. You might like to visit a café like they do in the Tiger who came to tea. When you go shopping involve your child in making the list, talk about how much things cost and where food comes from. You could visit garden centre thinking about how things grow and what different parts of a plant look like.</p>	

English	Maths	Science	PE
<p><b>Outcome of learning:</b> Children will write and publish own stories based on Tiger who came to tea.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Use capital letters and full stops.</li> <li>• Use the capital letter for I .</li> <li>• Write sentences with an exclamation mark.</li> <li>• Extend sentences with 'and' and 'because.'</li> <li>• Form letters correctly.</li> <li>• Write a sequence of sentences.</li> <li>• Read own sentences to check they make sense and make simple changes where appropriate..</li> </ul>	<p><b>Outcome of learning:</b> Children will use concrete, pictorial and abstract resources to represent numbers to 20. Children will learn to recognise 2D and 3D shapes. Children will learn to form patterns with shapes. Children will learn to compare length and height.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Use measure specific language to compare length and height.</li> <li>• To group shapes according to the criteria.</li> <li>• To add and subtract single digit numbers within 20.</li> </ul>	<p><b>Outcome of learning:</b> Children will learn to name and label the different parts of a plant. Children will learn to draw a labelled picture of an experiment. Children will learn to complete a table to record measurements from an investigation.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and name plants.</li> <li>• Identify and describe the common structure. of a variety of flowers and plants.</li> <li>• With support can ask simple questions and recognise that they can be answers in a variety of ways.</li> </ul>	<p><b>Outcome of learning:</b> Children will learn to perform a dance linked to the animal in the stories they have written.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Replicate a sequence of dance movements.</li> <li>• Put together a sequence of movements.</li> <li>• Demonstrate basic control and movement with music.</li> <li>• To evaluate a piece of dance.</li> </ul>
Art	RE	Music	Geography/History
<p><b>Outcome of learning:</b> Children will create a self-portrait line drawing for the front cover of their stories.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Use line and tone to represent objects seen or imagined.</li> <li>• Proportionality</li> </ul>	<p><b>Outcome of learning:</b> Children will learn to express and discuss their own thoughts about god.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• To ask questions.</li> <li>• To represent their thoughts though art</li> <li>• To respond to questions.</li> <li>• To talk about own experience and feelings in relation to religion and belief.</li> </ul>	<p><b>Outcome of learning:</b> Children will compose a piece of music which includes pulse and rhythm.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• To identify the difference between pulse and rhythm.</li> <li>• To respond to a tempo.</li> <li>• To use loud and quiet voices and sounds for effect (dynamics).</li> </ul>	<p><b>Outcome of learning:</b> Children will identify where food comes from both locally and worldwide, and plot on these locations on a world map.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• To use world maps, atlases and globes.</li> </ul>
Computing	PSHEE	DT	MFL
<p><b>Outcome of learning:</b> Children will learn to move a character around the screen and make it speak about a chosen topic.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• To understand how Scratch Jr works.</li> <li>• To know how to use a laptop and open a program.</li> <li>• To talk about what they want to create.</li> </ul>	<p><b>Outcome of learning:</b> Children will learn about ways to keep themselves safe and hygienic.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• To revisit how to properly wash your hands and dry your hands.</li> <li>• To understand that their body is private.</li> <li>• To recognise who is a safe adult to go to when they are in need of help.</li> </ul>	<p><b>Outcome of learning:</b> Children will design and make a food product linked to the stories they have written.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• To understand the basic principles of heathy eating.</li> </ul>	<p><b>Outcome of learning:</b> Children will learn to count to ten in French.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Children will complete the register in French.</li> <li>• Children will count to ten in French through number games.</li> </ul>