

Curriculum Information

Term: Spring Term 3

Class/Year Group: Year 1

<p>Inspiration/Theme: Where the Wild Things Are by Maurice Sendak What's beyond the forest?</p>	<p>Curriculum Driver: English/Art</p>	<p>Outcome of learning: To write and illustrate a story.</p>	
Core texts	Provocations	Display outcomes	Topic specific speaking frames
<p>Texts: Where the Wild Things Are by Marcus Sendak The Gruffalo by Julia Donaldson Out and About by Shirley Hughes</p> <p>Poems: I Speak, I Say, I Talk – Arnold Shaparo A Sailor (Hand clapping song)</p> 	<p>Hook There's been a rumpus! Children will enter the classroom where a rumpus has happened (streamers, balloons, party hats etc..). Who has been here? What could have happened?</p> <p>Trips/Visitors/Marvellous Middle The children will visit The Arc theatre to watch a production of Where the Wild Things Are.</p> <p>Celebration/Fabulous Finish The children will read their stories to the reception children and to their parents.</p>	<p>The children will work collaboratively to create a textured forest frieze. They will create their own wild thing using brusho inks or watercolours to be displayed on the frieze.</p> <p>The children's monsters will be displayed with their writing.</p>	<p>The Language of Evaluation I found...easy/hard because.. I like/dislike because.. I feel that ...next time In my opinion...because</p> <p>The Language of Hypothesis I think...because...and.. I don't think ...because...and.. ...will happen because...</p>
Topic Table/Display	Role Play	Home Learning	
<p>Key questions What equipment would you need to explore a forest? What can we do to help Max? What would you take with you to the forest?</p> <p>Key images/artefacts Globe, atlas, word maps, different types of transport, texture box, sand, stones, grass, post cards</p> <p>Key vocabulary Explore, journey, crunchy, smooth,</p>	<p>Imagination space – fabrics of different sizes and textures, boxes, props, pegs, instruments, play, scrap store materials. Children will role play their own adventure. Max goes on a boat to the forest. Where will you go? What will you see?</p> <p>Writing tables- each week there will be a new writing opportunity with a model text displayed created by the adults linked to the text (postcards/letter paper and envelopes/instructions/story writing)</p>	<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>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.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record.</p> <p>Visit the woods. Play with some objects made with different materials in water. Which materials float and which sink?</p>	

English		Maths		Science		PE			
<p>Key learning: The children will create and innovate a journey story based on 'Where the Wild Things Are'.</p> <ul style="list-style-type: none"> • Say out loud what they want to write. • Use exclamation marks. • Use capital letters for names and places. • Use conjunctions such as: and, but, because. • Plan story ideas and include topic vocabulary. • Use adjectives, nouns and plurals. • Begin to re-read own writing to ensure that it makes sense. • Edit own stories. 		<p>Key learning: The children will be able to measure and compare objects. The children will be able to name and recognise 2D and 3D shapes.</p> <ul style="list-style-type: none"> • Understand a unit of measure. • Understand the difference between 2D and 3D shapes. • Group shapes according to different criteria. 		<p>Key learning: The children will be able to name and label parts of a plant.</p> <ul style="list-style-type: none"> • Identify and name plants • Identify and describe the common structure of a variety of flowers and plants. • With support, ask simple questions and recognise that they can be answered in a variety of ways. 		<p>Key learning: The children will work with others to create a sequence to re-tell the story 'Where the Wild Things Are' through Dance.</p> <ul style="list-style-type: none"> • Dance independently and alongside others. • Create movements on a variety of levels. • Vary speed of movements. • Create a sequence that they can perform. 			
Geography		History		Computing		DT			
<p>Key learning:</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • To use maps and atlases to name and locate places of interest. 		<p>Key learning: The children will be able to explain Amelia Earhart's contribution to history.</p> <ul style="list-style-type: none"> • Learn about the lives of significant people (Amelia Earhart). • Find out about a famous person from the past and research them. • To pose historical questions. • To give a plausible explanation for the use of an object. 		<p>Key learning: The children will be able to write, read and perform unplugged programs. They will write, test and evaluate programs to direct a Bee Bot around a floor map.</p> <ul style="list-style-type: none"> • Understand what an algorithm is. • Create and debug simple programs. • Test and evaluate programs on a digital device. 		<p>Key learning: The children will create masks of imaginative characters.</p> <ul style="list-style-type: none"> • Generate ideas by drawing on their own experiences and state what products they are designing and making • Select from a range of tools and equipment, explaining their choices • Use a range of materials and components, including textiles, understand how 3-D textiles can be assembled from two identical fabric shapes • Suggest how their products could be improved 			
PSHE		RE		MFL		Art		Music	
<p>Key learning: The children will discuss different things they enjoy and how they like to learn. They will explore the different jobs people do, with a focus on goal setting.</p> <ul style="list-style-type: none"> • Talk about the different types of work people do. • Talk about some of their strengths as a learner. • Think about how we learn and how we can achieve a goal. 		<p>Key learning: The children be able to recall Jewish stories from the Hebrew Bible.</p> <ul style="list-style-type: none"> • Use some religious vocabulary to talk about the stories. • Talk about what is interesting and puzzling about the stories. • Express own ideas about stories of bravery, kindness and friendship. • Recognise that Holy books contain stories which are special to many people. • Talk about their own experiences and feelings linked to the stories. 		<p>Key learning: Light touch- count to 10 French. Say hello and goodbye in French.</p>		<p>Key learning: The children will create a wild thing using a variety of media.</p> <ul style="list-style-type: none"> • Create a mood board. • Use different lines and tones to create textures and patterns. • Use different materials and explore the effects. 		<p>Key learning: The children will explore the difference between pulse and rhythm using a percussion instrument. Children will learn how to respond to changes in tempo and use dynamics to vary the musical effect. Develop singing skills by singing songs about the winter time</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Keep in time with the beat. • Respond appropriately if the beat gets faster. • Use body percussion to stay in time and show beat. • Play simple rhythms on percussion instruments. 	