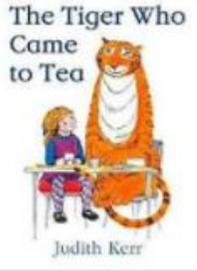


Curriculum Information

Term: Spring Term 4

Class/Year Group: Year 1

Inspiration/Theme: The Tiger Who Came to Tea by Judith Kerr		Outcome of learning: The children will write their own story about an animal.	
Core texts	Provocations	Display outcomes	Topic specific speaking frames
<p>The Tiger Who Came to Tea by Judith Kerr Avocado Baby John Burningham Roald Dahl's Revolting recipes</p> <p>Poem Mix a Pancake by Christina Rossetti Chocolate Cake by Michael Rosen Two Little Kittens by Jane Taylor</p> 	<p><u>Hook</u></p> <ul style="list-style-type: none"> The children visit the school kitchen to investigate some strange footprints and empty cupboards. <p><u>Trips/Visitors/Marvellous Middle</u></p> <ul style="list-style-type: none"> The children will prepare and cook a pasta tea for the parents. <p><u>Celebration/Fabulous Finish</u> The children will read their stories to the children in reception.</p>	<ul style="list-style-type: none"> Published stories. Self-portrait based on Quentin Blake (as a front cover for the story). Photos and speech bubbles of the shared "tea" with parents. A labelled drawing of their own animal to use in their story. 	<p>The language of comparison These are the same because... They are different because...</p> <p>The language of prediction I think ...because... I predict that...because...</p> <p>I wonder what will happen if..... I know that..... so.....</p>
Topic Table/Display	Role Play	Home Learning	
<p><u>Key questions</u> Where does (food) come from? How does this food grow? What food does this animal produce? What does this animal eat? Which group does this animal belong to? Does this animal have gills? Do these animals have live babies or lay eggs?</p> <p><u>Key images/artefacts</u> Food, eggs, milk, fruit, vegetables Photographs of different animals from different groups linked to the science (these animals will also inspire the story writing).</p> <p><u>Key vocabulary</u> Reptiles, amphibians, fish, bird, mammal, carnivore, herbivore, omnivore, compare, describe</p>	<p>Home area to role play the story of The Tiger Who Came to Tea</p> <p><u>Key images/artefacts</u> Story map, food, cutlery, scales, shopping basket, masks, table chairs, table cloth, cups/plates</p> <p><u>Key vocabulary</u> Tiger, Sophie, milkman, café.</p> <p><u>Writing opportunities</u> Menus, shopping lists and post it notes, invitations, letters and envelopes, wanted posters, recipes.</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>When you go shopping involve your child in making the list, talk about how much things cost and where food comes from, collecting the items and putting them in the shopping basket/trolley.</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>You will receive a super six home learning sheet at the start of the term. Here are some of the activities that you will find. DT – look at food packaging. Where does it come from? English – find a simple recipe to read and follow. Science – make a fact file about an animal.</p>	

English	Maths	Science	PE
<p>Key learning: The children will write their own stories based on the story, 'The Tiger Who Came to Tea'.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Use capital letters and full stops. • Write sentences with an exclamation mark. • Extend sentences with 'and' and 'because' • Form letters correctly. • Write a sequence of sentences • To spell words with -ed, -ing, -est and -er endings. • To make words plural using -s or -es correctly. <p>Vocabulary Conjunctions, adjective, noun, verb, exclamation mark, plural</p>	<p>Key learning: The children will be learning about sharing and grouping objects (practical division). Children will use their number bond skills to partition numbers. The children will learn about making halves and quarters.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To divide even numbers into equal groups. • To determine how many groups will be created from sharing equally. • To count in sequences of ten, count in ones to 100. • To use multiple methods to represent and construct numbers. • To recognise patterns of numbers. • To split an object into two and then four equal parts. <p>Vocabulary Equal, halve, quarter, share, group, sequence, tens, ones, partition, divide</p>	<p>Key learning: The children will label and describe picture of familiar animals, using the correct vocabulary.</p> <p>Key Skills</p> <ul style="list-style-type: none"> • Identify and name common animals including fish, amphibians, reptiles, birds and mammals, (including humans) • Identify and name animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of animals. • Where do they live? • Identify, name, draw and label the basic parts of the human body, say which parts of the body are associated with each sense. <p>Vocabulary Fish, amphibians, reptiles, birds, mammals, carnivores, herbivores and omnivores.</p>	<p>Key learning: The children will perform a dance linked to the animal in their stories.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Replicate a sequence of dance movements. • Put together a sequence of movements. • Demonstrate basic control and movement with music. • To evaluate a piece of dance.
Geography	History	Computing	DT
	<p>Key learning: The children will learn games from the past (e.g. blind man's buff, leap frog, the Popes seat, Cat's Cradle). Children explore and compare differences of life in the past to the present, using artefacts from the past</p> <p>Key Skills</p> <ul style="list-style-type: none"> • Present in their own lifetimes • To explain the differences between children's lives in the past and present day. • Ask and answer questions about new and old/historical objects and artefacts. <p>Vocabulary: Past, present, artefact, future, old, new, object, now, then.</p>	<p>Key learning: The children will understand how the basics of 'Scratch' work and how to use a laptop computer.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To know how to use a laptop computer to open a program. • To talk about what they want to create in 'Scratch'. • To make a 'Scratch' character move round the screen. • To make a 'Scratch' character speak. <p>Vocabulary The children will move a character around the screen and make it speak about a chosen topic</p>	<p>Key learning: The children will design and make a pasta salad.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To understand the basic principles of healthy eating. <p>Vocabulary Design, evaluate, diet, healthy</p>

PSHE	RE		Art	Music
<p>Key learning: The children will talk about their friends and family and who/what is important to them.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To talk and about their feelings To understand who is important in their lives. <p>Vocabulary Friends, family, care, important</p>	<p>Key learning: The children will gain an understanding of the Christian celebration of Easter they will understand why we eat hot cross buns and will make an Easter card.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To understand the traditional Easter story. To understand why Christians, celebrate Easter. To recognise the symbols used to celebrate Easter such as 'hot cross' buns <p>Vocabulary Easter, traditional story, Christians, hot cross bun, celebration</p>		<p>Key learning: The children will create a self-portrait line drawing. They will create an animal drawing in the style of Quentin Blake for the front cover of their stories.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use line and tone to represent objects seen or imagined. To understand proportionality when drawing <p>Vocabulary Proportion, tone, line, portrait, drawing, style</p>	<p>Key learning: The children will compose a piece of music linked to their stories to include pulse and rhythm.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To identify the difference between pulse and rhythm To respond to a tempo To use loud and quiet voices and sounds for effect (dynamics). To be able to compose own music <p>Vocabulary Pulse, rhythm, dynamics, effect, compose</p>