ONCE UPON A TIME…

Tuesday 8th Jan – Friday 15th Feb (6 weeks)

Year 1 Spring 1 Curriculum Plan

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| **Wordsmith Book/Big Question** | **Other Resources/****Ideas to Consider** | **Science** | **History** | **Geography** | Art and Design | Design and Technology | Music |
| Little Red Riding HoodSnow White and the Seven DwarfsMary and the Twelve MonthsThe Four Singers |  | NC 1] To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.2] To identify and name a variety of everyday materials, including wood, plastic, glass,metal, water, and rock.3] To describe the simple physical properties of a variety of everyday materials.4] To identify and describe the basic structure of a variety of common flowering plants,including trees. | NC To explore the lives of significant individuals in the past who have contributed to national andinternational achievements. | NC To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.(Woods and rivers found in the Fairy Tales.) | NC To research the work of a range of artists, craft makers and designers, describing thedifferences and similarities between different practices and disciplines, and makinglinks to their own work. | NC 1] To  explore and evaluate a range of existing products.2] To select from and use a wide range of materials and components, including constructionmaterials, textiles and ingredients, according to their characteristics. | NC To play tuned and untuned instruments musically. |
|  | Science SkillsTo explore, name, discuss and raise and answer questions about everydaymaterials so that they become familiar with the names of materials and properties suchas: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/notwaterproof; absorbent/not absorbent; opaque/transparent.To work scientifically by: performing simple tests to explore questions,for example: ‘What is the best material for an umbrella? | History SkillsFind answers to simple questionsabout the past from sources ofinformation e.g. artefacts, (see4a) | Geography SkillsUse own symbols on imaginarymap.Draw picture maps ofimaginary places and fromstories | Art and Design SkillsReview what they andothers have done and saywhat they think and feelabout it. | Design and Technology SkillsDraw on their own experienceto help generate ideas.Suggest ideas and explainwhat they are going to do.Evaluate their product bydiscussing how well it works inrelation to the purpose | Music SkillsPlay instruments in different ways and create sound effects.Handle and play instruments with control. |
| **Possible****activities** | Trees pages in workbook.Refer to Design and Technology experiments.Materials pages in workbook. | Focus on famous King and Queens.Princess Diana. | Map of school and Spinney Hill Park.Trip to a Fairy Forrest.  | Compare the illustrators work in Roald Dhal and Julia Donaldson.What’s the same and what’s different. Silhouette artwork.(Jan Pienkowski) | Research different materials to predict what would be the best for Little Red Riding Hood to use as she walks through the woods. Reflective? Dry? Warm? | Use percussion instruments to retell a variety of different tales. |
| Big Write Assessed PiecesCold Task Write a Retell of Snow WhiteHot Task T4W Own Fairy Tale |
| Suggested Reading ListFairy tales as above. |
| GAPS FocusWordsmith Word Detectives Suffixes, Prefixes and Syllables  |

AMAZING ATTENBOROUGH

Tuesday 25th Feb – Friday 31st March (5 weeks)

Year 1 Spring 2 Curriculum Plan

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| **Wordsmith Book/Big Question** | **Other Resources/****Ideas to Consider** | **Science** | **History** | **Geography** | Art and Design | Design and Technology | Music |
| Use film and documentaries based on David Atenborough.EBook All about Elephants |  | NC 1] To identify and name a variety of common animals that are carnivores, herbivores and omnivores2] describe and compare the structure of a variety of common animals (fish,amphibians, reptiles, birds and mammals, including pets). | NC The lives of significant individuals in the past who have contributed to national and international achievements. | NC 1] To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.2] To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. | NC To to develop a wide range of art and design techniques in using colour, pattern, texture,line, shape, form and space. | NC To design purposeful, functional, appealing products for themselves and other usersbased on design criteria.  | NC To experiment with, create, select and combine sounds using the inter-related dimensionsof music. |
|  | Science SkillsTo use their observations to compare and contrastanimals at first hand or through videos and photographs, describing how they identifyand group them; grouping animals according to what they eat. | History SkillsTo sequence events in their life. | Geography SkillsTo be familiar and confident with picture maps and globes.To learn names of some placeswithin/around the UK. E.g.Home town, cities, countriese.g. Wales, France. | Art and Design SkillsTo Begin egin to explore the use ofline, shape and colour | Design and Technology Skills | Music SkillsTo identify how sounds can be changed.To change sounds to reflect different stimuli. |
| **Possible** **Activities** | Science workbook (Pages 30 – 32) | Life story of David Attenborough and his works. | Locating where elephant live.Locating where David Attenborough was born.  | Look at traditional clothing from Africa and India and compare. | Look at traditional clothing from Africa and India and compare.Design a t-sirt pattern based on research. | Research instruments and styles of music linked with countries that the animals are from.Possibly look at African drumming. Listen to a variety of music used in the documentaries. Notice how the music changes depending on the animals being watched. |
| Big Write Assessed PiecesTo judge what the children are most interested in at the time. Either a report on David Attenborough or an animal.  |
| Suggested Reading ListNon Fiction Planet Earth BooksNon Fiction books about David AttenboroughHorton Hears a who. Handa’s surprise |

COUNTDOWN

Monday 1st April – Friday 12th April (2 weeks)

Year 1 Spring 3 Curriculum Plan

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| **Wordsmith Book/Big Question** | **Other Resources/****Ideas to Consider** | **Science** | **History** | **Geography** | Art and Design | Design and Technology | Music |
| Poems:CountdownMrs Sprokett’s Strange MachineDown by the school Gate |  | NC 1] To identify and name a variety of common wild and garden plants, 2]To identify and describe the basic structure of a variety of common flowering plants. | NC To explore changes within living memory. Where appropriate, these should be used to revealaspects of change in national life.  | NC To use basic geographical vocabulary to refer to:key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | NC To use a range of materials creatively to design and make products | NC To build structures, exploring how they can be made stronger, stiffer and more stable.To select from and use a range of tools and equipment to perform practical tasks [forexample, cutting, shaping, joining and finishing]. | NC To use their voices expressively and creatively by singing songs and speaking chants andRhymes. |
|  | Science SkillsTo observe and talk about changes in the weather and the season.To observe thegrowth of flowers and vegetables that they have planted. | History SkillsTo sequence events in their life. | Geography SkillsTo investigate their surroundings | Art and Design SkillsTo experiment with, constructand join recycled, naturaland man-made materials. | Design and Technology SkillsTo select and use appropriatefruit and vegetables,processes and tools.To use basic food handling,hygienic practices andpersonal hygiene.To use simple finishing techniquesto improve the appearance oftheir product. | Music SkillsTo identify the pulse in different pieces of music.To identify the pulse and join in getting faster and slower together. |
| Possibleactivities | (Pages 10 – 1 Science Work Book)Plant own seeds.Variety of plants – tomatoes and sunflowers.Possible grass heads | First landing on the moon. | Changes in weather.Weather vocab and suitable clothing for different weathers. | Recycled project – design and make their own strange machine. What does it make? How does it work? | Fruit Salad designs based on a rocket launch. | Nursery rhymes and songs based on counting backwards. |
| Big Write Assessed PiecesWrite own poem – rhyming words.Recount of Landing on the moon.Instructional writing – how to make cookies. |
| Suggested Reading ListSpace based books – fiction and non-fiction. |