ONCE UPON A TIME…

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

Year 1 Spring 1 Curriculum Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Wordsmith Book/Big Question** | **Other Resources/**  **Ideas to Consider** | **Science** | **History** | **Geography** | Art and Design | Design and Technology | Music |
| Little Red Riding Hood  Snow White and the Seven Dwarfs  Mary and the Twelve Months  The 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 and  international 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 the  differences and similarities between different practices and disciplines, and making  links 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 construction  materials, textiles and ingredients, according to their characteristics. | NC To  play tuned and untuned instruments musically. |
|  | | Science Skills  To explore, name, discuss and raise and answer questions about everyday  materials so that they become familiar with the names of materials and properties such  as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not  waterproof; 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 Skills  Find answers to simple questions  about the past from sources of  information e.g. artefacts, (see  4a) | Geography Skills  Use own symbols on imaginary  map.  Draw picture maps of  imaginary places and from  stories | Art and Design Skills  Review what they and  others have done and say  what they think and feel  about it. | Design and Technology Skills  Draw on their own experience  to help generate ideas.  Suggest ideas and explain  what they are going to do.  Evaluate their product by  discussing how well it works in  relation to the purpose | Music Skills  Play 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 Pieces  Cold Task Write a Retell of Snow White  Hot Task T4W Own Fairy Tale | | | | | | | |
| Suggested Reading List  Fairy tales as above. | | | | | | | |
| GAPS Focus  Wordsmith Word Detectives Suffixes, Prefixes and Syllables | | | | | | | |

AMAZING ATTENBOROUGH

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

Year 1 Spring 2 Curriculum Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 omnivores  2] 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 users  based on design criteria. | NC To experiment with, create, select and combine sounds using the inter-related dimensions  of music. |
|  | | Science Skills  To use their observations to compare and contrast  animals at first hand or through videos and photographs, describing how they identify  and group them; grouping animals according to what they eat. | History Skills  To sequence events in their life. | Geography Skills  To be familiar and confident with picture maps and globes.  To learn names of some places  within/around the UK. E.g.  Home town, cities, countries  e.g. Wales, France. | Art and Design Skills  To Begin egin to explore the use of  line, shape and colour | Design and Technology Skills | Music Skills  To 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 Pieces  To judge what the children are most interested in at the time. Either a report on David Attenborough or an animal. | | | | | | | |
| Suggested Reading List  Non Fiction Planet Earth Books  Non Fiction books about David Attenborough  Horton Hears a who.  Handa’s surprise | | | | | | | |

COUNTDOWN

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

Year 1 Spring 3 Curriculum Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Wordsmith Book/Big Question** | **Other Resources/**  **Ideas to Consider** | **Science** | **History** | **Geography** | Art and Design | Design and Technology | Music |
| Poems:  Countdown  Mrs Sprokett’s Strange Machine  Down 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 reveal  aspects 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 [for  example, cutting, shaping, joining and finishing]. | NC To use their voices expressively and creatively by singing songs and speaking chants and  Rhymes. |
|  | | Science Skills  To observe and talk about changes in the weather and the season.  To observe the  growth of flowers and vegetables that they have planted. | History Skills  To sequence events in their life. | Geography Skills  To investigate their surroundings | Art and Design Skills  To experiment with, construct  and join recycled, natural  and man-made materials. | Design and Technology Skills  To select and use appropriate  fruit and vegetables,  processes and tools.  To use basic food handling,  hygienic practices and  personal hygiene.  To use simple finishing techniques  to improve the appearance of  their product. | Music Skills  To identify the pulse in different pieces of music.  To identify the pulse and join in getting faster and slower together. |
| Possible  activities | | (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 Pieces  Write own poem – rhyming words.  Recount of Landing on the moon.  Instructional writing – how to make cookies. | | | | | | | |
| Suggested Reading List  Space based books – fiction and non-fiction. | | | | | | | |