

Art/Design Technology

Exploring 'The Castle of Muiden in Winter' (1658) as inspiration for winter landscapes and cloudsapes in a variety of formats using a range of different materials (e.g. Chalk, pastels, coloured paper and watercolour).

Exploring 'Saint George and the Dragon', (about 1460) by Paolo Uccello. Designing and creating model dragons using a variety of materials. Designing and creating a personal symbol.

Spring Literacy lessons:

Features of castles - non fiction study
People living in the castle - non fiction
Knight's Handbooks - non fiction study
Hampton Court And Henry VIII including connectives, research project
The Frog Prince - questions and character description
Shrek: commas and objectives
Dragon poetry

Geography

Castles of the UK and in Europe,
Capital cities and countries of the UK and Europe

History

Castles through time
Henry VIII study
Hampton Court visit
Life of a Knight: Knight's handbook

PE

(following LCP PE resource file)

Dance at the Seaside (other optional dances: construction and space)

Gymnastics

Games

Developing partner work

Spring Maths

Addition within 20
Subtraction within 20
Place value within 50
Measurement - length and height
Measurement - weight and volume

RE

The Bible:
What is the Bible, why do Christians read the Bible, how do Christians show that the Bible is special, do you have your own special book?

Stories:

Good Samaritan
Jonah and the Whale
Loaves and Fish
Noah's Ark
Lost sheep

The Church:

What is prayer?
Why do Christians go to church?
Why is Sunday a special day to Christians?
What happens at a baptism?
What happens at a wedding?
Why does the vicar read from the bible?
Easter story.

Key vocabulary:

Font - aisle - baptism - stained glass window - vicar - priest - organ - church bells
- pulpit - tower - hymns - altar - chalice - statues - candles - cross - crucifix - pew.

SMSC: Through our study of other faiths, cultural focus days and from 'Multicultural week', we aim to ensure that our children are fully aware and appreciate Britain as multicultural society. The children learn about other religious establishments, such as the Mosque, Church and the Synagogue.

Computing

Continue to build on touch typing skills

Choose text size, colour and font

Add pictures from clip art to their work

Know how machines and devices are controlled

Explain what icons in a programme do and use them appropriately

Understand what algorithms are and that they are implemented as programs on digital devices

Write and test algorithms to make a floor turtle move in all four directions/

reach a specific target

To know what happens if a Beebot's memory is not cleared between sets of instructions

Begin to write and test simple programs using a computer/I-pad

Begin to debug simple programs

Begin to use logical reasoning to predict outcomes for algorithms

Begin to apply the rules for staying safe online

E-safe

Year 1 - Spring Term

Turrets and Tiaras

PSHE

Going for goals

Citizenship

BLP

Oral literacy: Show and Tell

SMSC: Children consider wider moral issues through the study of topic work and classroom circle time and discussion.

Music

In the Groove—mixed styles: folk, baroque, bhangra

Rhythm in the way we walk—reggae

Listening/appraising, composing/improvising and performing skills

Play instrumental parts on glockenspiel

Perform songs with accompaniments

Improvisation—vocal and instrumental

Composition (long and short notes)

Composition within a song

Write and play from a Graphic Score and Bodyworks

Exploring Duration (long and short sounds)

Songs linked to Topic—Turrets and Tiaras

Songs

Musical games and rhymes

Science

Everyday Materials:

To be able to distinguish between an object and the material from which it is made

To be able to identify and name a variety of everyday materials including wood, plastic, glass, metal, water, and rock

To be able to describe the simple physical properties of a variety of everyday materials

To be able to compare and group together a variety of everyday on the basis of their simple physical properties

Seasonal Changes:

To be able to observe and describe weather associated with the seasons and how day length varies

To be able to observe changes across the four seasons

Skills:

To be able to ask simple questions and recognise that they can be answered in different ways

To be able to identify and classify objects

To be able to perform simple tests

To be able to observe closely, using simple equipment

To be able to use their observations and ideas to suggest answers to questions

To be able to gather and record data to help answer a question

SMSC: The children's understanding of their own culture is explored through local area topic work, local art, and literature.

Other:

Hampton Court—Wednesday 14th March

SMSC: