



<p align="center"><b>English</b></p>	<p><b><u>Narrative</u></b></p> <p><b><u>The Enormous Turnip</u></b> Children will look at the repetitive language and pattern of the story. They will sequence and role play the story and plan and write their own story about a huge fruit or vegetable.</p> <p><b><u>On the Way Home</u></b> The children will read stories linked to their own experiences e.g. going to the park to help them recount their own experiences. They will learn to use sequencing words and past tense verbs to help them describe their own experiences. They will also explore character feelings and think about how they relate to their own.</p> <p><b><u>Rapunzel</u></b> The children will read and discuss various versions of this tale. They will begin to explore the role speech has to play in stories and explore how noun phrases and expanded noun phrases can give the reader more detail. They will plan and write diary entry from Rapunzel’s perspective on escaping from the tower.</p> <p><b><u>Sprout Boy</u></b> Children will use this BBC short film to develop their story writing skills. They will focus on describing settings, action and characters as well as developing speech between characters.</p> <p><b><u>Non-fiction</u></b></p> <p><b><u>Christmas Around the World</u></b> Linked to our R.E topic we will read for information to find out how Christmas is celebrated in different countries. We will look at the feature of non- fiction texts and learn how to note take collecting important topic words. The children will write a short report showing what they have found out.</p> <p><b><u>Poetry</u></b></p> <p><b><u>List Poems</u></b> The children will explore language, rhyming and performance and will learn a poem off by heart. Children will plan and write a list poem based on the season of winter.</p> <p><b><u>Active Reading:</u></b> Active reading will allow your child to develop the skills of retrieval, inference, prediction as well as analysing authorial techniques by explicitly discussing language choices and identifying the structural organisation of texts and the sentence structures within them. Homework will reflect specific skills we are working on in class.</p>	
	<p align="center"><b>Maths</b></p>	<p><b><u>Year 1</u></b> Place Value to 10 + and - Place Value to 20 Shape</p>
<p align="center"><b>Science</b></p>	<p><b><u>Materials</u></b> This module introduces children to a range of basic materials and their properties. They will learn to name and identify wood, plastic, metal, glass, rock, brick, water and other materials, many of which will be familiar to them. They will observe and explore the properties of different materials and find out more through investigations. They will also investigate how some materials can change shape.</p>	
<p align="center"><b>Computing</b></p>	<p><b><u>Online Safety</u></b></p> <p><b><u>Online bullying</u></b> We will look at examples of bullying behaviour and how it could look online so that we can understand how bullying can make someone feel We will talk about how someone can/ would get help about being bullied online or offline</p> <p><b><u>Online relationships</u></b> We will learn how we use technology to communicate with people we know and why it is important to be considerate and kind to people online. We will look at examples of how we use technology to communicate with the wider world</p> <p><b><u>Publisher &amp; Graphics</u></b></p> <p><b><u>Publisher</u></b> We will learn how to create a new blank document and select full page layout. We will learn how to increase the view by changing the zoom % and to create a text box and enter text. We will also explore some of the other formatting tools.</p> <p><b><u>Graphics:</u></b></p>	

	<p>We will learn to use the line tool in a paint package and independently use various tools including brushes, pens, rubber, shapes, lines in a paint package.</p> <p><b>Across the year we will also be focussing on these key skills:</b></p> <ul style="list-style-type: none"> <li>• Can use a mouse by moving and left clicking to move pictures</li> <li>• Can use both hands on the keyboard</li> <li>• Can save and retrieve work independently</li> <li>• Can load programs independently</li> <li>• Can edit their work</li> <li>• Can use appropriate Computing vocabulary</li> <li>• Can annotate their work samples using prompts</li> </ul>	
<b>P.E.</b>	<p><b><u>Fundamentals</u></b> Pupils will develop their fundamental skills of balancing, running, changing direction, jumping, and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to evaluate and recognise improvements for their own and others' skills</p> <p><b><u>Gymnastics</u></b> Pupils will learn how to work safely with independence and confidence. They will develop their skills of rolling, balancing, jumping and travelling.</p>	
<b>Geography</b>	<p><b><u>Mapping</u></b> The children will look at local maps of different scales and identify ordinance survey symbols. They will develop keys for their own maps. We will use aerial photographs to recognise landmarks and basic human and physical features.</p> <p><b><u>Compass Points</u></b> Children will learn and use simple compass directions (north, south, east and west). This sits alongside the position and direction language they will learn and use in maths.</p>	
<b>History</b>	<p><b><u>The Gunpowder Plot</u></b> We will learn about this significant event in British history by looking at evidence from the past. We will also learn about the key figures related to this event.</p>	
<b>R.E.</b>	<p><b><u>Giving to Charity</u></b> Children will look at a Christian Charity. We will then look at how a person's faith can influence their actions and their choice of right and wrong. Our Big questions are 'Why do we need rules?' and 'How do we know when to be good?'</p> <p><b><u>Muslim prayer and action</u></b> Children will find out how Muslims pray and what makes a place holy.</p> <p><b><u>Festivals including Christmas</u></b> Children will think about how festivals help to bring people together and why Christmas is important to Christians.</p>	
<b>Art</b>	<p><b><u>Colour Chaos</u></b> Children will learn how to mix primary colours to make secondary colours and will use this understanding to create colour wheels. They will practise adding white colours to make tints and black colours to make shades. Children will use different brush sizes and tools and will paint on a variety of surfaces. They will look at the work of a range of artists including Mondrian, Rothko, Klee, Pollock and Kandinsky.</p>	
<b>D.T.</b>	<p><b><u>Smoothies</u></b> We will taste and evaluate existing products and look at the range of ingredients available. After that we will design, make, taste and evaluate our own smoothies.</p>	
<b>Life Skills (P.S.H.E.)</b>	<p><b><u>Being Me</u></b> We will explore and discuss the following ideas and themes:</p> <ul style="list-style-type: none"> <li>• Hopes and fears for the year</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Safe and fair learning environment</li> <li>• Valuing contributions</li> <li>• Choices</li> <li>• Recognising feelings</li> </ul>	<p><b><u>Celebrating Differences</u></b> We will explore and discuss the following ideas and themes:</p> <ul style="list-style-type: none"> <li>• Assumptions and stereotypes about gender</li> <li>• Understanding bullying</li> <li>• Standing up for self and others</li> <li>• Making new friends</li> <li>• Gender diversity</li> <li>• Celebrating difference and remaining friends</li> </ul>
<b>Music</b>	<p><b><u>Hand and Feet</u></b></p>	

In this Unit of Work, all the learning is focused around one song: Hands, Feet, Heart. The children explore games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked to this song. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.

**Ho Ho Ho**

All the learning is focused around one song: Ho Ho Ho - a Christmas song. We will listen & appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.