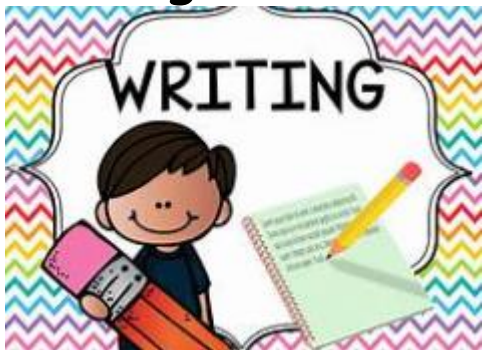

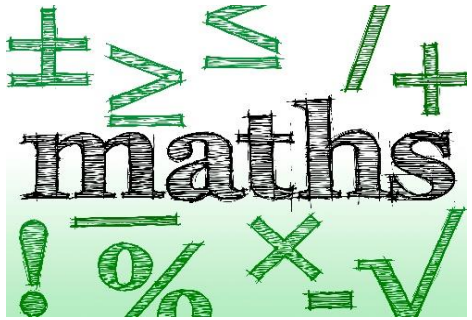






Subject Area	Learning Focus	Useful links (All links are external so please check them carefully before sharing with children ☺)
<p><b>Writing</b></p> 	<p><b>Writing to narrate</b> - Modern stories focus text 'The Smartest Giant in Town' by Julia Donaldson. Retelling the story in their own words.</p> <p><b>Writing to instruct.</b> Focus text First Cookbook Osborn. Children will follow simple instructions for pancakes.</p> <p><b>Writing to describe a setting</b> - Classic stories focus text 'Funnybones' by J&amp;A Ahlberg. Children will write a description of the park.</p> <p><b>Writing to inform</b> – Linked to the Golden Thread on – 'Journeys for Leisure' looking at seaside holidays.</p>	<p><a href="https://www.onceuponapicture.co.uk/">https://www.onceuponapicture.co.uk/</a></p>
<p><b>Reading</b></p> 	<p>The Smartest Giant in town – Julia Donaldson  First Cookbook - Usborne  Funnybones - J&amp;A Ahlberg  Dirty Bertie – David Roberts  Cops and Robbers – Allan Ahlberg  Pumpkin Soup –Helen Cooper  The ugly five – Julia Donaldson  It's a no money day – Kate Milner  My name is not Refugee – Kate Milner  Milo's Monster – Tom Percival  Tilda's Tries Again – Tom Percival;  Wigglesworth Bottom Primary – the Magic Hamster – Pamela Butchart</p>	<p><a href="https://www.storyberries.com/bedtime-stories-the-easter-bunny-school-easter-stories-for-kids/">https://www.storyberries.com/bedtime-stories-the-easter-bunny-school-easter-stories-for-kids/</a></p>
<p><b>Maths</b></p> 	<p><b>Number and Place Value to 20</b></p> <ul style="list-style-type: none"> <li>Counting to 20,</li> <li>Understanding numbers 11-20</li> <li>One more and one line</li> <li>The number line to 20</li> </ul> <p><b>Addition and Subtraction to 20</b></p> <ul style="list-style-type: none"> <li>Adding by counting on</li> <li>Subtract by counting back and finding the difference</li> <li>Add and subtract ones using number bonds</li> <li>Find and make number bonds to 20</li> <li>Doubles and near doubles</li> <li>Related number facts</li> <li>Missing number problems</li> </ul> <p><b>Number and Place Value to 50</b></p> <ul style="list-style-type: none"> <li>Recognising and making tens and ones</li> <li>Partitioning into tens and ones</li> <li>Number line to 50</li> <li>Estimate on a number line to 50</li> <li>One more or less to 50</li> </ul> <p><b>Measurement – length and height</b></p> <ul style="list-style-type: none"> <li>Compare length and height</li> <li>Measure length using objects</li> <li>Measure length in cm</li> </ul> <p><b>Mass and Volume</b></p>	<p><a href="https://www.topmarks.co.uk/interactive.aspx?cat=11">https://www.topmarks.co.uk/interactive.aspx?cat=11</a></p> <p><a href="https://ictgames.com/mobilePage/placeValue.html">https://ictgames.com/mobilePage/placeValue.html</a></p>

	<ul style="list-style-type: none"> <li>• Heavier and Lighter</li> <li>• Measure and compare Mass</li> <li>• Full and empty</li> <li>• Compare volume</li> </ul> <p>Measure and compare capacity</p>	
<p><b>Science</b></p> 	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Seasonal changes including weather (throughout the year)</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the 4 seasons. Children will observe and talk about the changes in seasons.</li> </ul> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p><a href="https://www.stem.org.uk/resources/community/collection/12725/year-1-everyday-materials">https://www.stem.org.uk/resources/community/collection/12725/year-1-everyday-materials</a></p>
<p><b>RE</b></p> 	<p><b>Christmas Families and Celebrations</b> – focus on Mass as a celebration</p> <p><b>Other Faith</b> – focus on Sikhism. Children will visit a Gurdwara.</p> <p><b>Lent</b></p> <p><b>Holy Week</b></p>	<p>Rosie goes to Church - <a href="https://www.youtube.com/watch?v=6rEzegfhrWQ">https://www.youtube.com/watch?v=6rEzegfhrWQ</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zkjpkmn">https://www.bbc.co.uk/bitesize/articles/zkjpkmn</a></p>
<p><b>History</b></p> 	<p><b>Golden Thread – ‘Why People go on journeys’</b></p> <p>People who make journeys for Leisure. Pupils consider how holidays/ journeys have changed over time and consider how holidays/ journeys will look in the future. They look at the Victorian seaside and how the development of the railways made travelling for leisure easier.</p>	<p>Magic Grandad - <a href="https://www.youtube.com/watch?v=exFmclMjKsw">https://www.youtube.com/watch?v=exFmclMjKsw</a></p>
<p><b>Music</b></p> 	<p><b>Dinosaurs</b></p> <p>Inter-related dimensions of music, exploring dynamics, timbre, tempo and pitch through the topic of Dinosaurs.</p> <ul style="list-style-type: none"> <li>• Listening; identifying sounds, changes in pitch, matching instruments to sound.</li> <li>• Composing: consider timbre, dynamics and tempo, explore pitch, and order sounds.</li> </ul>	<p><a href="https://www.daspmusic.co.uk">KS1 Resources (daspmusic.co.uk)</a></p>

- Performing: use dynamics, pulse and tempo, percussion, graphic score, follow a conductor, chanting, and understand changes in pitch.
- Social: co-operation, collaboration, respect, communication, leadership.
- Emotional: confidence, empathy, persevere
- Thinking: select and apply, comprehension, feedback.

Carnival of the animals  
 Pupils learn to explore some of the inter-related dimensions and use this in their singing, performing, improvisation and composing.  
 Listening; identify instruments, match instruments to a theme, respond with movement and recognise changes in music.  
 Composing; improvise, use dynamics and tempo and explore character  
 Performing: ostinato, playing and singing together, explore dynamics, tempo, timbre and pitch, call and response.  
 Social; communication, co-operation, collaboration, support and respect.  
 Emotional: determination, empathy, self-control, independence, confidence.  
 Thinking: creativity, reflection, comprehension, select and apply.

## ART/D&T



### Design and Technology – Structures

Follow design criteria to meet the needs of a user.  
 Make a stable structure.  
 Make functioning sails/blades that attach to the supporting structure.  
 Improve their windmill.

### Mechanism – Wheels and axels

Explain that wheels move because they are attached to an axle.  
 Recognise that wheels and axles are used in everyday life, not just in cars.  
 Identify and explain vehicle design flaws using the correct vocabulary.  
 Design a vehicle that includes functioning wheels, axles and axle holders.  
 Make a moving vehicle with working wheels and axles.  
 Explain what must be changed if there are any operational issues.

<https://www.bbc.co.uk/bitesize/articles/z84mp9q>



Art – Formal elements of art  
 Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water  
 Art - Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.

PE



- P.E - Gymnastics
- To explore travelling movements.
  - To develop and combine travelling movements.
  - To develop quality when performing and linking shapes.
  - To develop quality when linking shapes.
  - To develop stability and control when performing balances.
  - To develop stability and control when performing balances.
  - To develop technique and control when performing shape jumps.
  - To develop technique and control when performing shape jumps.
  - To develop technique in the barrel, straight and forward roll.
  - To develop rolls and use them in a sequence.
  - To link gymnastic actions to create a sequence.
  - To develop quality in gymnastics sequences.

- Games – Invasion Games
- To understand what the word ‘agility’ means
  - To be able to move around the playground using different mechanics e.g. jumping, jogging, walking, hopping
  - To be able to react quickly

Five a day - <https://www.youtube.com/watch?v=LMB6VWKJlik>

## Computing



### Programming

- Recognise cause and effect when pressing buttons on a Bee-Bot.
- Discuss and demonstrate how the Bee-Bot works.
- Record video ensuring everyone is in the shot.
- Give a number of clear instructions in sequence.
- Program a Bee-Bot to reach a destination.
- Identify and correct mistakes in their programming.

### Digital Imagery

- Plan a pictorial story using photographic images in sequence.
- Explain how to take clear photos.
- Take photos using a device.
- Edit photos by cropping, filtering and resizing.
- Search for and import images from the internet.
- Explain what to do if something makes them uncomfortable online.
- Organise images on the page, orientating where necessary.
- 

<https://www.bbc.co.uk/bitesize/articles/z3whpv4>

## RHE



Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of the love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies from developing healthy relationships and keeping safe both online and in our daily lives.

[https://www.youtube.com/watch?v=uRkpfObk3P4&list=PL8wtNmU9pZHc\\_8M3bUdxN7KBufeEOcuty](https://www.youtube.com/watch?v=uRkpfObk3P4&list=PL8wtNmU9pZHc_8M3bUdxN7KBufeEOcuty)