

History

Who was famous when mum and dad were young?

Pupils will learn about the lives of significant individuals in the past who have contributed to national and international achievements.

In their lessons, they will learn the following:

- What does famous mean and can you find out who your parents would say that they admire?
- Why do we still remember Princess Diana?
- Why was Princess Diana known as 'the people's princess'?
- Who is Nelson Mandela and what would you ask him if you met him?
- How are Nelson Mandela and Princess Diana similar?
- How have famous photographers and artists captured Diana?

Reflection: What would you like to be famous for and why?

Art

In art pupils will create a portrait of themselves and Portraits of Nelson mandala and princess Diana.

- Pupils will learn what a self portrait is and about other artists which have created self portraits.
- Pupils will learn about positioning of facial features when drawing a self portrait and symmetry in faces.
- Pupils will use the knowledge and experience gained in previous sessions to draw an outline of their face ready for painting in the following session. Taking into account positions of facial features and symmetry in the face.

Year 1

Spring 1 Curriculum Map

Big Learning Question (Theme) Who was famous when mum and dad were young?

Links to Our School Values & The British Values?

Pupils will continue to understand the process of **democracy by learning about the houses of parliament and the importance of democracy.**

They will also learn about **showing mutual respect and tolerance** of those with different faiths and beliefs by discussing the rules and beliefs of different faiths in RE and during circle time.

They will be reminded of **the rule of law** when learning & embedding the school rules.

Save The Dates!



Day: What would you like to be famous for and why?
Thursday 10 January 2019

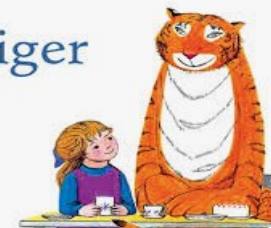


Finish: Art Exhibition
Thursday 14h February 2019
2:30pm

English

Learning will be based on our Main Text:

The Tiger Who Came to Tea



The tiger who came to tea

By Judith Kerr

Linked to our science question what do we know about ourselves? pupils will meet Sophie and her extraordinary tea-time guest.

Writing outcomes:

- **Letter** inviting the tiger to tea
- **newspaper** cover for a tiger who has escaped from the zoo
- **Fact file** about tigers
- **Instructions** on how make cheese sandwich

Reading:

As well as reading The tiger who came to tea pupils will enjoy daily class reader time and increase familiarity with a range of books;

- Discuss the sequence of events in books; Answer and ask questions;
- Predict what might happen on the basis of what has been read;
- Draw inferences on the basis of what is being said and done; Express views and opinions about reading Writing outcomes will include
- Express views and opinions about reading
- Sequence sentences to form short narratives; narrative create settings, characters and plot.

Maths

Measurements of mass & capacity

Multiplication & Division

Pupils will be learning to:

- Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than];
- Measure and begin to record the following: mass/weight;
- Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter];
- Measure and begin to record the following: capacity and volume
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 1 standards**. Therefore, it is important that any home learning should work on consolidating these.

Please speak to your child's teacher if you would like any support with this.

Science

what do we know about ourselves?

Pupils will be learning about:

Fascinating things about their bodies and senses in a varied and creative activities. They will observe changes over time and think about the question how do we change as we get older? Collect data, look for patterns and carry out investigations.

In their lessons, they will learn the following:

- Look at how we've changed!
- Look at our bodies!
- What can we hear?
- How can we sort things using senses?
- Sense explorers
- How can we make Sensory board?

Computing

Problem Solving

Pupils will be learning about:

Pupils will re-cap on the concept of movement from previous work on Unit 1 and 2 on algorithms and the basic commands required to move a sprite on-screen or robotic device in a meaningful way (Left/Right/Up/Down)

Problem solving activities are timed & will challenge pupils to complete all questions within a given time or to beat their own first-attempt time.

Pupils will be encouraged to share their Methods and compare choices (direction around shape) on an activity used with whole class on the whiteboard.

Religious Education

How do I know I'm being good?

By the end of this unit, pupils will be taught to find out about questions of right and wrong and begin to express their ideas and opinions in response.

- What are our school's values?
- Which value would I want more of and why?
- What happens when people are good?
- What happens when people are bad?
- What does Christianity and another religion tell us about being good?
- What do I believe about God and how I should behave?

Reflection: What are the top five things to remember that will help me to be good?

PSHE

Living in the Wider World

Overarching aims of this terms theme:

- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
 - **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
 - **Diversity** and equality (in all its forms)
 - **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
 - **Career** (including enterprise, employability and economic
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- **During their lessons, pupils will learn how:**
 - About respect for self and others
 - The importance of responsible behaviours and actions
 - About rights and responsibilities as members of families, other groups and ultimately as citizens
 - About different groups and communities
 - To respect equality and to be a productive member of a diverse community
 - About the importance of respecting and protecting the environment
 - About where money comes from, keeping it safe, and the importance of managing it effectively
 - How money plays an important part in people's lives
 - A basic understanding of enterprise

PE indoors

Pupils will:

Try out Yoga sequences which comprise of a full range of movements and incorporate forward bends, backbends, inversions, twists and balances. Each week, children will develop the sequence and refine their movements.

PE outdoors

Pupils will:

Learn to control a ball when they are rolling and bouncing, throwing and catching, on their own, with a partner and in a group. As the unit progresses pupils will move from simple underarm catching to simple overarm throwing and onto an underarm sling for throwing quoits. They will also develop tracking and receiving skills and learn to move in different ways, changing direction, speed and locomotors quickly.

Music

'Water Music'

Pupils will:

- Compose music in response to a variety of images of water in various forms.
- Explore how the composer Smetana describes the course of a river in his tone poem "Vlatva."
- Compose their own river melodies which become part of a wider class composition.
- Use key vocabulary throughout the unit with an emphasis on dynamics, including crescendo and diminuendo (describing the sound getting quieter or louder).

Home Learning

Please see the your child's Home Learning Project for this half-term. A copy will be sent home & you can also find it under the Homework section on our website.

Weekly homework will be sent out online via DB Primary, Bug Club, Mathletics & Spellodrome.



Remember that **Reading should be taking place EVERY DAY**. Reading Records will be checked daily. Please listen to your child read and write a comment/ sign in their reading record. If they are able to, children can read & write their own reflection comment about what they have read.

PE kits must be in school on **Mondays** and will be sent home on **Fridays**.

