

Y1 Term 3

English	Bear Hunt (setting description/fact files) , Toy Story (letters) Whatever Next	Maths	Time, place value, addition and subtraction and length and height
Science/History/Geography: Let's Play			
Children will be taught to: NC objectives from curriculum progressions <i>By investigating toys and litter; and making toys , children will be taught to:</i> <u>Scientific Knowledge</u> *distinguish between an object and the material from which it is made *identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *describe the simple physical properties of a variety of everyday materials *compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Scientific Skills</u> *ask, with prompting, simple questions that can be tested, e.g. about plants growing in their habitat. *offer ways of gathering the evidence to answer the question, e.g. by deciding on the best material to use for a particular application. *conduct, with support, simple tests, e.g. comparing the properties of different materials. *examine objects to note key features, e.g. observe growth of plants they have planted. *identify, with support, what needs to be recorded, e.g. recording changing day length. *collect data, e.g. comparing and contrasting familiar plants. *identify key findings from an enquiry, e.g. noting how the weather changes in different seasons *suggest answers to enquiry questions using data, e.g. describe some properties of different materials <u>Notes and guidance (non-statutory)</u> Pupils should 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. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. <u>Pupils might work scientifically by:</u> *performing simple tests to explore questions, for example: 'What is <u>Historical Knowledge</u> *place toys from different periods on a timeline in chronological order *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past <u>Historical Concepts</u> *identify similarities and differences between toys from different time periods *identify why toys from different time periods have both similar and different features *identify what the changes in toys over time indicate about changes in national life (wealth, technology, social influences) <u>Historical Enquiry</u> *be encouraged to ask and answer questions about the past and suggest how they could answer them <u>Geographical Knowledge</u> *name and locate the world's seven continents and five oceans <u>Geographical Understanding</u> *identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, identifying where different bears' habitats are			

Geographical Enquiry

* devise a simple map; and use and construct basic symbols in a key (mapping 'We're Going on a Bear Hunt')

*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 (and in PE)

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
*Where do bears live? What different types are there? What is special about them? Bear fact file. *Toy Story *Bear nursery rhymes *Bear stories	*Bear footprints *Measuring the height of bears/toys *Ordering bears (size)	*Ann .B – bear talk *Teddy Bear picnic * Visiting bears *Dentist

Art/DT: Art - Collage (Map of an Imaginary Island)

Children will:

Appreciate and Gain Knowledge

<https://theartyteacher.com/collage-artists>

*learn that collage involves attaching different materials to a background

*view a range of collages and talk about how they have been made/what materials have been used

*learn the names of materials and tools

Research and Design

*discuss the images created by the collages viewed (eg. a face, a landscape...): different artists have expressed different ideas in their collages

*think about what ideas they would like to express: what images they will create

*use a range of materials and tools to try out different ideas

Experiment and Create

*investigate the properties of different materials and how they can be attached to a background

*select materials to create different effects based on their investigations, for example, a green textured fabric with a pile to represent grass

Evaluate

*explore and discuss images of collages (and actual collages if possible) at the start of the unit

*talk about their own and others work: similarities, differences, what has worked well, what could be changed/improved

ICT: We are storytellers: create a powerpoint with words and pictures

Children will be taught:

Information Technology

*to create original content using digital technology: make a powerpoint with words and pictures

*to use digital technology to store and retrieve content: save the powerpoints on the G Drive for future viewings by the class/individuals and other classes

Digital Literacy

E-safety – Health, Wellbeing and Lifestyle: 1 (Project Evolve)

PHSE: Keeping Healthy

Children will be taught:

H6. the importance of, and how to, maintain personal hygiene

H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

PE

Indoor PE

Gymnastics (Multi-Ability Focus: Creative) Outdoor PE Striking and Fielding (Multi-Ability Focus: Cognitive)
Music
Music Express: Exploring pulse, rhythm and pitch
RE: What makes some places sacred?
This unit will enable children to: *identify special objects and symbols found in a church, a synagogue and a mosque and be able to say something about what they mean and how they are used (A3). *ask good questions during a school visit about what happens in a church (B1). *talk about ways in which stories, objects, symbols and actions used in churches, synagogues and mosques show what people believe (B2).