

# Class 1 - Curriculum Overview

# SPRING TERM - 2016-17

Theme - HOUSES AND HOMES....

Week Beg	1 4 <sup>th</sup> Jan	2 9 <sup>th</sup> Jan	3 16 <sup>th</sup> Jan	4 23 <sup>rd</sup> Jan	5 30 <sup>th</sup> Jan	6 6 <sup>th</sup> Feb	1 13 <sup>th</sup> Feb	2 27 <sup>th</sup> Feb	3 6 <sup>th</sup> Mar	4 13 <sup>th</sup> Mar	5 20 <sup>th</sup> Mar
Lit  Focus English Steps	<u>Getting to know routines / routines / settling in week</u>	<u>INFORMATION LEAFLET WRITING</u> <u>The three little pigs</u>  Different types of houses Hot seating activities Questions to ask the characters and answering the questions as a character  Finding out more about houses and homes – information – Links to Science and Materials and History		<u>FICTION – STORY WRITING</u> <u>Goldilocks</u>  Story mapping Sequencing Character descriptions Writing own story  (links to maths size positioning and length work) also DT making furniture for dolls house		<u>POETRY</u>  <u>Cumulative Poems based on the house that JACK BUILT</u>		<u>NON-FICTION – Instruction writing</u> <u>Hansel and Gretal</u>  Instructions for making a food house  Why it won't be a good house – link to properties of materials science  Information about houses		<u>NON – FICTION</u>  CASTLES	
<b><u>ROLE-PLAY AREA – 3 BEARS COTTAGE / GINGERBREAD HOUSE / CASTLE</u></b> Other books to read at story time or have around the classroom in areas: Rapunzel/ Jack and the Beanstalk / The House that Jack Built / Information books about Houses and Homes / materials / the senses <b>SEE WEEKLY LITERACY PLANS FOR MORE DETAILS</b>											
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Maths FOCUS MATHS STEPS		Counting and numbers to 20	Number bonds – missing number problems	Length and height- linked to homes and 3 little pigs	Numbers to 40 Position Size – linked to materials and houses	addition	Subtraction	Word problems	Word problems	Multiplication	Division

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## SEE WEEKLY MATHS PLANS FOR MORE DETAILS / Big Maths and LBM separate planning

Science

- Programme of study:**
- 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
  -

**WORKING SCIENTIFICALLY**

Observe closely  
 Identify and classify  
 Use their observations to suggest answers to questions  
 Gather and record data  
 Perform simple tests  
 Observe closely, using simple equipment  
 Gather and record data to help in answering questions  
 Use their observations and ideas to suggest answers to questions

**SEE SCIENCE MTP FOR MORE DETAILS**

	Exploring everyday material	3 little pigs investigation	Properties or materials	Man-made or natural	Buildings and materials investigation	Materials used in the past for building	Animals and Habitats	Animals and Habitats	Animals and Habitat	Animals and Habitat	
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History	Objectives to be covered:										
										Castles -	

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## Geography

### Objectives to be covered:

- Be able to explain where I/ others live using a map and aerial photographs.
- Be able to create a map of where I/ others live (e.g. a landscape storyboard, pictorial maps, model maps, rough plans).

### • **Milestone 1-**

#### To investigate places-

- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.

#### To investigate patterns-

- Identify land use around the school.

Walk around the local area – take photos and talk about the houses and buildings. Draw a map of our journey.

Aerial photos of Hornsea B. Locate the school. Label the town – find different types of homes on google Earth – street view – In computer time?

Create fairy tale maps

Map symbols – add these to your fairy tale maps

## Week Beg

1  
4<sup>th</sup> Jan

2  
9<sup>th</sup> Jan

3  
16<sup>th</sup> Jan

4  
23<sup>rd</sup> Jan

5  
30<sup>th</sup> Jan

6  
6<sup>th</sup> Feb

1  
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Art + DT	<b>Objectives to be covered: Milestone 1</b> <b>To explore and develop ideas</b> <ul style="list-style-type: none"> <li>• Be able to respond to ideas and starting points</li> <li>• Be able to explore different methods and materials as ideas develop</li> </ul> <b>Drawing</b> <ul style="list-style-type: none"> <li>• Be able to ask questions about a piece or pieces of art Be able to draw lines of different sizes, shapes and thicknesses</li> <li>• Be able to colour neatly following lines</li> </ul> <b>Painting</b> <ul style="list-style-type: none"> <li>• Be able to use thick and thin brushes</li> <li>• Be able to name and mix primary colours to make secondary</li> <li>• Be able to add white to make tints</li> </ul>				<b>To take inspiration from others</b> <ul style="list-style-type: none"> <li>• Be able to describe what they can see and give an opinion about the work of an artists, craft makers and designers</li> <li>• Be able to ask questions about a piece of art</li> </ul> <p style="text-align: center;"><b>SEE ART MTP FOR MORE DETAILS</b></p>			
		<b>Looking at houses/homes. Why do we need them what are they made of etc</b>	<b>Looking at Igloo and Inuit art.</b>	<b>Looking at Maasi homes and art – making beads?</b>	<b>Looking at UK homes – Lowry – making an industrial landscape – a local town or village.</b>	<b>Looking at the work of Paul Klee and compare to Lowry</b>	<b>Fantasy castle paintings</b>	
Music	<b>Charanga Music scheme with some Music express work and songs linked to theme – vocabulary including beat, rhythm, pitch, dynamics, staccato, legato, chorus, verse,</b>							
ICT	<b>UNIT 1.3 – WE ARE PAINTERS – RISING STARS UNIT</b>  <b>In addition to this unit – ICT available in provision areas including Bee-Bot and street map to program.</b>							

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DT	<b>Objectives to be covered:</b>								
	<p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>Be able to cut, peel or grate ingredients safely and hygienically</li> <li>Be able to use knives safely to cut food (with help)</li> <li>Be able to use a mixing bowl to prepare a mixture</li> <li>Be able to assemble or cook ingredients</li> <li>Be able to make a food product</li> <li>Know to wash hands and keep work surfaces clean when preparing food</li> </ul> <p><b>DESIGNING</b></p> <ul style="list-style-type: none"> <li>Be able to use my own ideas to make something</li> <li>Be able to make a simple plan before making a product</li> <li>Be able to label a plan with materials used</li> <li>Be able to explain to someone else how to make the product</li> <li>Be able to design a product for an intended user</li> <li>Be able to produce more than one design and choose a final design to make</li> </ul> <p><b>MAKING</b></p> <ul style="list-style-type: none"> <li>Be able to cut materials using scissors</li> <li>Be able to cut paper accurately using scissors</li> <li>Be able to practise gluing materials to make and strengthen products</li> <li>Be able to choose appropriate resources and tools</li> <li>Be able to describe the properties of the materials used</li> <li>Be able to make a structure</li> </ul>					<ul style="list-style-type: none"> <li>Be able to describe the materials used to make a structure</li> <li>Be able to measure and mark out materials for a structure</li> <li>Be able to assemble, join and combine materials</li> <li>Be able to add finishing touches so it looks neat and tidy</li> </ul> <p><b>CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>Be able to use glue and other joining techniques to combine materials</li> <li>Be able to practise gluing materials to make and strengthen products</li> <li>Be able to cut and shape materials safely using tools provided</li> <li>Be able to make a product using a hinge</li> <li>Know how to make materials for a structure stronger by folding, joining or rolling</li> <li>Be able to use materials and join them so they are strong</li> <li>Be able to make my model stronger</li> </ul> <p><b>EVALUATING</b></p> <ul style="list-style-type: none"> <li>Be able to describe how a product works</li> <li>Be able to explore objects and designs to identify likes and dislikes of the designs</li> <li>Be able to explore how products have been created</li> <li>Be able to explain what went well</li> <li>Be able to explain what was difficult</li> <li>Be able to suggest one improvement to make the product better giving a reason (...because...)</li> </ul> <p>To know if the product made is suitable for its intended user</p>			
	X	X	<b>Building homes like the 3 little pigs – science link</b>	<b>Design and make an Igloo with old milk bottles</b>	<b>Model houses – using construction kits And other materials</b>	<b>Building the gingerbread house</b>	<b>Food – making a gingerbread house</b>		<b>Food – Easter link – evaluation</b>
<b>ASSESSMENT</b>									
RE	<b>CARING FOR THE WORLD</b> See separate MTP					<b>EASTER</b> See separate MTP			

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PE

## DANCE and GYMNASTICS

### DANCE objectives to be covered:

- I can perform dances using simple movement patterns
- I can move confidently and safely in own/general hall space.
- I can respond to music by experimenting with changes of speed, direction, shape and size
- I can investigate basic skills, actions and ideas
- I can recall / repeat simple skills / actions showing basic control and co-ordination
- I can remember and repeat simple skills and actions showing increasing control and coordination
- I can performance a sequence of dance that includes canon
- Talk about the differences between own and others performance
- Identify how a performance could be improved

**Val Sabin – Jack and the Beanstalk and The 3 little Pigs units**

## GAMES and GYMNASTICS

### GAMES objectives to be covered:

- Investigate basic skills, actions and ideas
- Recall / repeat simple skills / actions showing basic control and co-ordination
- Remember and repeat simple skills and actions showing increasing control and coordination
- Begin to link skills and actions appropriately to the activity
- Know that is important to be active
- Describe how their body feels during an activity
- Describe how body feels during different activities, using parts of the body to describe the effects

**Multi-skills games cards**

### GYMNASTICS objectives to be covered:

- I can travel with control in a variety of ways in a large area.
  - I can hold a shape showing good body tension.
    - I can link two methods of travel together.
    - I can use a starting and finishing position
- I can copy basic rolls with some control & co-ordination
  - I can give feedback to help someone improve

**Val Sabin – Travelling unit**

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<p><b>SEAL</b> Ongoing throughout all we do</p>	<p style="text-align: center;"><b><u>Good to Be Me</u></b></p> <p><b><u>Knowing myself</u></b></p> <ul style="list-style-type: none"><li>• I can tell you about my 'gifts and talents'.</li><li>• I can tell you something that makes me feel proud.</li><li>• I know when I learn best.</li><li>• I can tell you what I have learnt.</li><li>• I can tell you the things that I am good at and those things that I find more difficult.</li><li>• I can tell when I am being impulsive and when I am thinking things through.</li><li>• I can tell when a feeling is weak and when it is strong.</li></ul> <p><b><u>Understanding my feelings</u></b></p> <ul style="list-style-type: none"><li>• I know more names for feelings than I did before.</li><li>• I can use more words to express my feelings.</li><li>• I can tell when I am feeling worried or anxious.</li><li>• I can tell you some things that make me feel anxious.</li><li>• I can tell when I am feeling proud.</li><li>• I can tell you something that makes me proud.</li><li>• I can help another person feel proud.</li></ul> <p><b><u>Managing my feelings</u></b></p> <ul style="list-style-type: none"><li>• I can be still and quiet and relax my body.</li><li>• I know what it feels like to be relaxed.</li><li>• I can show or tell you what relaxed means.</li><li>• I know what makes me feel relaxed and what makes me feel stressed.</li><li>• I can tell you what places help me to relax.</li><li>• I can explain some things that help me stop worrying.</li><li>• I can change my behaviour if I stop and think about what I am doing.</li></ul> <p><b><u>Standing up for myself</u></b></p> <ul style="list-style-type: none"><li>• I can tell when it is right to stand up for myself.</li><li>• I know how to stand up for myself.</li></ul> <p><b><u>Making choices</u></b></p> <ul style="list-style-type: none"><li>• I can use the problem-solving process.</li></ul>	<p style="text-align: center;"><b><u>Telling Tales – Knowing Me unit</u></b></p>
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Objectives and Curriculum to also be covered through ongoing provision areas.

Each area to have objectives listed, key questions, intended learning experiences and points to note.

For example,

Science Investigation – Looking at different materials, sorting materials, labelling properties etc.

Creative – Using a range of different materials and processes to communicate ideas and designs linked to theme.

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Maths – A range of games and activities linked to the areas being taught within maths sessions – There will also be opportunities for both English and Maths through theme work – to be evidenced on displays and in children’s journals and books

See Ongoing Provision Overview for further information and enhanced provision plans