



**Key Question Week 1:** Whose house is better?

**Key Text for Linked Learning:** The Three Little Pigs

**Linked Learning:** English, Geography and Science

At the start of the week, the children will be welcomed back into school with a trail of materials for building a house, as this week is all about 'The Three Little Pigs'. The children will be looking at how the three houses are made from different materials and will make a prediction about which material they think is best suited for the strongest roof. Before conducting a simple investigation next week, children will secure their knowledge on materials. They will be confident in identifying and describing properties of a range of materials to enable them to make informed predictions. They will focus on scientific vocabulary such as flexible, strong and waterproof and absorbent. In English, the children will be focusing on traditional tales and the language used in the story. The children will be identifying the different sentence starters and make a list of ideas that they could use in their fairy tale stories. The children will be recapping the structure of stories and discussing why we use beginning, middle and the end. Children will then freeze frame the sequence of the story, the children will photograph this using iPads, before rewriting the story using story sentence starters they have identified previously. The children will then consider and plan how to adapt the ending of the story. Using our knowledge of the story children will implement geography skills to create maps including the houses. The children during the week will also be attending the Panto.

**Maths:** Children will begin a two week unit focussing on measurement and length. This week they will be using mathematical vocabulary to compare length of objects such as tall, taller, tallest, long longer and longest. They will then move on to compare lengths by measuring them using non standard units of measurement such as cubes. Children will explore measuring with a variety of equipment and will reason as to which objects were best and why.

**Science:** See above

**History / Geography:** See above

**Computing:** Children will use software to manipulate digital content.( drawing)

**Music:** Using their voices to perform a song children will exploring responding to musical instructions such as start, stop, louder, quieter, faster etc) Children will sing Hi Lo Chicka Lo.

**Art / Design Technology:** Children to develop awareness that all foods come from a plant or animal.

**PDW / R.E:** Children will explore different situations and become more aware of ways to keep safe and when they can say yes and no. ( PANTS rule)

**P.E:** The children will be using large balls to practise throwing into the air and catching on descent. The children will bounce large balls and practice catching these balls from each bounce. Once confident the children will practice these skills using bean bags. The children will focus on keeping their eye on the ball/beanbag. The children will be set a number of bean bag catching challenges and for each challenge they complete, they will score a point.

**Mini Quiz:** This week we will be taking their whole class spaced retrieval quiz which will cover topics learned last half term and in EYFS.

**Key Question Week 2:** How do you huff and puff to blow the house down?

**Key Text for Linked Learning:** The Three Little Pigs

**Linked Learning:** English, D&T, PDW and Science

The children will be welcomed back to school with an urgent email from the Robins and Wrens class teachers explaining that their copy of the 'Three Little Pigs' has mysteriously vanished. The reception teachers would like the help of the Year 1 children to retell the story of the Three Little Pigs to the Robins and Wrens. In DT they will design, evaluate a simple house for the three little pigs. They will then conduct a simple investigation to explore the properties of their houses. In science children will be using their material property knowledge to complete their rooves to ensure they are waterproof. During their learning children will continue to use scientific vocabulary to describe the materials and choices made during their D&T projects. The children will be writing their own interesting version of the Three Little Pigs with a focus



on story language, settings and characters; using words mats for guidance. Having previously explored speech bubbles, children will be given an image from the story to write their own speech for the characters. Linked to the Pigs leaving home, in PDW children will explore different relationships such as friends, parents and carers, extended families, opposite sex, same sex etc.

**Maths:** Building on from last week children will be taught to measure lengths and objects using a ruler to find out how many centimetres long it is. Children will practise using the ruler correctly, always beginning at zero. They will record their results as they measure a variety of objects. Children will continue to compare lengths but this time using standard units of measurement. Children will have to problem solve together and figure out how to measure objects longer than a 30cm ruler.

**Science:** See Above

**History / Geography:** Children link their science knowledge about seasons to think about how weather effects our environment.

**Computing:** Children will use software to manipulate digital content.( drawing)

**Music:** Using their voices to perform a song children will exploring responding to musical instructions such as start, stop, louder, quieter, faster etc) Children will sing Hi Lo Chicka Lo.

**Art / Design Technology:** See above

**PDW / R.E:** See above

**P.E:** The children will be taught the skill of underarm throwing using different types of balls to practise rolling on the floor to a partner. Once confident the children will practice throwing to each other using this technique. The children will focus on keeping their eye on the ball. The children will be set a 30 seconds challenge to catch the ball as many times as they can, counting out loud as they go but only the ones caught count.

**Key Question Week 3:** Who's been sitting in my chair?

**Key Text for Linked Learning:** Goldilocks and the Three Bears

**Linked Learning:** English, PDW, D&T and History.

This week, the children will become Police Investigators by helping to solve the mystery crime that occurs in 'Goldilocks and the Three Bears'. The children will be reading the text, focussing on inferring characters' feelings from different parts of the text; such as how do the Bears feel when Goldilocks eats their porridge. Looking at extending their knowledge on feelings other than happy, sad, anger etc. Children will think about a time they were angry and then identify strategies to help manage feelings in future situations. Children will be completing a WANTED poster about Goldilocks using their knowledge and understanding of adjectives to describe her features, a word mat will be used to expand their range of vocabulary. Once Goldilocks has been found, the children will be writing a list of questions to ask Goldilocks and then will be given the opportunity to interview our good friend. To conclude our investigations into the ultimate crime, the children will be writing and presenting their findings to the class, using the conjunction 'because' to explain their ideas. Having concluded that Goldilocks decided to eat the porridge, children will be exploring where our food comes from and how having a balanced diet is important. Throughout the week, the children will be designing their own healthy meal for Goldilocks, applying their knowledge of a balanced diet. Children will be tasting different types of porridge and evaluating which one they prefer, before recreating their own flavour of porridge. In history, children will sequence events chronologically from their life.

**Maths:** Children will now begin to build on their understanding of numbers to 20 from last term. They will now work with numbers in a more challenging way encouraging deeper thinking and problem solving. This week they will begin with adding by counting on, without the need to recount the first number/amount. They will read and complete 'number stories' to do this. They will then have the chance to revise their number bonds to 10, of which they should be able to recall most from memory, and then start to learn their bonds to 20 by making links.

**Science:** Children will be completing their labelled diagrams using scientific vocabulary. (*goldilocks chair*)

**History / Geography:** See above



**Computing:** Children will learn about and be able to talk about being respectful when communicating online and talking face to face.

**Music:** Children will listen with concentration to different musical pieces and will begin to comment on pitch, tone, tempo, rhythm and dynamics.

**Art / Design Technology:** See above

**PDW / R.E:** See above

**P.E:** The children will be taught the skill overarm throwing using different types of balls to practise rolling on the floor to a partner. Once confident the children will practice throwing to each other using this technique. The children will focus on keeping their eye on the ball. The children will be set a 30 second challenge to catch the ball as many times as they can, counting out loud as they go-but only the ones caught count.

**Key Question Week 4:** Would you venture into the Bear's house?

**Key Text for Linked Learning:** Goldilocks and the Three Bears

**Linked Learning:** English, Science, D&T, PDW, Computing and History

This week, the children will be continuing their learning of the story 'Goldilocks and the Three Bears'. Using their prior knowledge of making porridge from last week, the children will be writing their own set of instructions to make porridge. To support their writing, the children will be identifying the different features of instruction writing such as time adverbs and imperative verbs and highlighting these features in instructions. In addition to this, children will be following a set of instructions to make a new chair for baby bear made from straws. CAUTION – no teacher's help will be provided! Children will then be using their voices to create sound effects for different parts of the story. In computing children will create their own Goldilocks story and will save and retrieve their work. The children will be discussing the different behaviours that Goldilocks presents and what strategies would help. The children will also be applying these strategies in everyday situations and thinking about the other person's point of view. In science children will also be thinking about animals found in the forest where the three bears live. They will identify, compare, describe and sort common mammals and birds. Continuing on from last week, children will demonstrate knowledge of healthy and unhealthy options when selecting toppings for Goldilocks' porridge. In addition, children will be sequence events chronologically for a member of their families' life.

**Maths:** In maths children will continue to be challenged with addition problems, they will develop their understanding of solving addition by making 10. To solve  $5+7$  they will first break the 7 apart to make 5 and 2. They will then add the 5 to the 5 to make 10 and then finally add the remaining 2 to make 12. Their number bond knowledge will play a very important part in their understanding of this method. Children will be working with practical resources to help them understand this method before the expectation to do it mentally.

**Science:** See above

**History / Geography:** See above

**Computing:** See above

**Music:** Children will listen with concentration to different musical pieces and will begin to comment on pitch, tone, tempo, rhythm and dynamics.

**Art / Design Technology:** See above

**PDW / R.E:** See above

**P.E:** The children will be practising the main throwing techniques taught so far; over, under and bounce passing. This will be practised by a range of invasion games; bench ball and dodgeball.



**Key Question Week 5:** Can we catch the Gingerbread Man?

**Key Text for Linked Learning:** The Gingerbread Man

**Linked Learning:** English, D&T, Art, Music, Science and History.

Children will start the week by finding a lost Gingerbread Man inside their classroom. They will be exploring the text 'The Gingerbread Man'. They will be sequencing the story and identifying the vocabulary which the author uses to describe the setting and characters, linking with our own knowledge of what happens in the story. Using a well known gingerbread chant children will combine sounds as a group and begin to perform in cannon. In science, children will be revising their knowledge of the 5 senses to describe their gingerbread people. As part of our learning of 'The Gingerbread Man', children will be cooking and designing their very own Gingerbread person following procedures for safety and hygiene. In order to do this, children will be using their prior knowledge of following instructions to make their Gingerbread Men. Children will be tasting a range of biscuits to help them decide what flavour they want their biscuits to be and completing a survey to find the most popular flavour in the class. Children will, as they are cooking with different utensils, be looking at the history of objects related to cooking.

**Maths:** Maths this week is dedicated to subtraction. Children will solve problems using a variety of methods introduced previously. They will be using base ten, ten frames, number stories, crossing out, number lines and part part whole models. Children will move on to solve problems which cross the 10 encouraging them to use their place value knowledge also.

**Science:** See above

**History / Geography:** See above

**Computing:** Children will practice retrieving saved items from a folder. This week is also safer internet day, we will be learning how to stay safe when using the computers at home and at school. Children will be completing a range of activities to demonstrate their understanding of how to stay safe online.

**Music:** See above

**Art / Design Technology:** See above

**PDW / R.E:** Children to recall and consolidate learning linked to Diwali.

**P.E:** The children will be practising the main throwing techniques taught so far; over, under and bounce passing. This will be practised by a range of invasion games; bench ball, and dodgeball.

**Key Question Week 6:** Where will our gingerbread men run to?

**Key Text for Linked Learning:** The Gingerbread Man

**Linked Learning:** English, Geography, Science and Music

Children will think about our local area to figure out where the Gingerbread Man is hiding using clues. Their mission this week is to find the Gingerbread Man using a map and key to locate the hidden Gingerbread Man. Over the course of the week, children will need to use their prior knowledge of North, East, South and West to locate the Gingerbread Man's house, key and other items. The children will be discussing key geographical vocabulary such as weather, hill, river, soil and season and comparing physical and human features of our environment. Children will be applying all of their knowledge of maps and their local environment, with a visit to Hill Hook Nature Reserve where they will try to locate the Gingerbread man and identify some physical and human features. In English, the children will be planning and writing a short story about the Gingerbread man's adventure at Hill Hook using story language, adjectives and conjunctions such as 'and' and 'because'. In science, children will begin to identify and name some common wild plants and trees, and then apply their



observation skills at Hill Hook. Continuing on from last week, in Music, children will be reciting well known gingerbread chants and will be combining sounds as a group to perform in cannon.

**Maths:** To consolidate their learning solving higher level addition and subtraction children will explore related number facts and begin to make links. They will also employ all of their knowledge to solve problems comparing number sentences. Children will begin to work with the bar model, linking their place value and part part whole knowledge.

**Science:** See above

**History / Geography:** See above

**Computing:** Children will talk about internet search engines and about how to make the most effective searches.

**Music:** See above

**Art / Design Technology:** Children will demonstrate their understanding of different artistic styles by comparing and sorting work from a range of famous artists.

**PDW / R.E:** Children to recall and consolidate learning linked to Hanukkah.

**P.E:** The children will be practising the main throwing techniques taught so far; over, under and bounce passing. This will be practised by a range of invasion games; bench ball and dodgeball.

**Key Question Week 7:** Can you hear me?

**Key Text for Linked Learning:** Visual literacy- Wall-E

**Linked Learning:** English, History, PDW & Science

Children will be immersed into the world of Wall-E. They will think deeply about how he feels in different situations and make links to times in their lives when they have felt strong emotions. They will practise recognising a range of emotions in others by analyse changes to facial expression and body language. Children will be showing their understanding by answering questions about what they have seen. Children will also begin to add sentences to video clips creating their own narratives. Wall-E's world and the way he communicates links closely to our learning in history were we will be looking back at how elements of technology have evolved. Children will explore mobile technology and will notice changes over time and will begin to record events chronologically. Children will be encouraged to ask questions when observing primary sources. Children will be using search engines safely and efficiently to find out information about Wall-E and will be sharing what they found out.

**Maths:** Taking a break from number problems children will be focussing on weight and mass. They will begin by revising weight and mass related vocabulary such as heavy, heaviest, heavier and equal. They will then use balance scales to explore non standard units of measure when weighing items. Children will then compare and order their findings.

**Science:** See above

**History / Geography:** See above

**Computing:** See above



**Music:** Children will begin to practise songs for their class assembly.

**Art / Design Technology:** The children will begin learning about the Pop Art movement and the characteristics of this style of art. The children will then apply this knowledge to their own Wall-E pop art next week.

**PDW / R.E:** See above

**P.E:** We will be making dance routine inspired by technology. We will be exploring different ways to travel to enhance our dance routines.

**Mini Quiz:** This week we will be taking their whole class spaced retrieval quiz which will cover topics learned last half term and in EYFS.

**Key Question Week 8:** Are baked beans art?

**Key Text for Linked Learning:** Visual literacy Wall-E

**Linked Learning:** English, Art & Computing

Writing – conveying emotion , speech bubbles ly words

After their brief introduction to Pop Art last week children will look at examples of Pop Art and study some of Andy Warhol’s work. They will begin to express their opinions and preferences. Children will plan, design and begin to make their own colourful Pop Art inspired Wall-E portrait. Prior to creating their own work children will collect and store digital content from the web to create their own inspiration mood boards. Building on from new vocabulary last week children will write speech to convey Wall-e’s emotions, looking at use of punctuation and ‘ly’ words. Children will orally plan their ideas and then check their writing after to ensure it is has all the features of super writing in year1.

**Maths:** Following weight and mass children will now focus on capacity. They will begin by revising capacity related vocabulary such as full, nearly full, half full, and empty. They will then use a range of equipment to explore non standard units of measure when exploring the capacity of various items. They will solve simple problems in practical investigative ways to come to their own conclusions. Children will then also compare and order their findings.

**Science:** Children will demonstrate understanding of how the length of day varies. ( linked to seasons)

**History / Geography:** Children will think of their own way to organise their ideas to show how technology has changed over time. ( sequence phones)

**Computing:** See above

**Music:** Children will begin to practise songs for their class assembly.

**Art / Design Technology:** See above

**PDW / R.E:** With the rights of the child in mind children will learn that they are entitled to be happy, healthy, safe, warm, loved, well fed and listened to.

**P.E:** We will be making dance routine inspired by technology. We will be exploring different ways to travel to enhance our dance routines.

**Key Question Week 9:** What is your favourite Disney film?

**Key Text for Linked Learning:** Walt Disney Fact File



**Linked Learning:** English, History, Computing & Music

This week is all about Walt Disney. The children will find a bag containing different objects about the mysterious man such as his early illustrations, photos of himself and Disneyland, and other Disney inspired clues and will have to discuss why they think this person is famous. The children will then find out who he is, what he looks like, what are some of his films he is famous for and why he is still so important today. The children will then be using their chronology skills to create timelines of his work, ordering key events within Walt Disney's life. The children will be comparing old animation with recent Pixar films, to create discussion about what has changed within history. This will lead to the children discussing what their favourite Disney films and why it is their favourite film. In Music children will identify instruments in various Disney songs and soundtracks. They will comment on composition and how the music makes them feel. In addition, the children will be exploring a range of non-fiction texts and videos to gather more information about Disney. After retrieving the information, the children will be creating their own non-fiction fact file about Disney using the laptops to present their work. This will include using a search engine to find out information, copy and pasting pictures as well as typing non-fiction sentences. Swifts will also be performing their class assembly.

**Maths:**

**Science:** Children will revise their knowledge of material properties by sorting a range of materials explaining their choices.

**History / Geography:** See above

**Computing:** See above

**Music:** See above

**Art / Design Technology:** Children will complete their original Pop art inspired artworks.

**PDW / R.E:** Children will discuss their aspirations and will set a goal or target.

**P.E:** We will be making dance routine inspired by technology. We will be exploring different ways to travel to enhance our dance routines.

**Key Question Week 10:** What will happen next?

**Key Text for Linked Learning:** Percy the Park Keeper

**Linked Learning:** English, Science & DT

In English, we will be reading stories from the Percy the Park Keeper collection of stories. The children will begin the week by answering questions based on what they have already read about the story. Then using our knowledge of the text to make predictions about how the story might end and reason why they think it could end this way. The children will then adapt the ending of the story by writing and editing their own ending of the story with a goal of writing at length. After completing the adapted ending, the children will peer assess each other's work against criteria such as capital letters, finger spaces, full stops, conjunctions, adjectives etc. In science children will expand their scientific vocabulary and will identify and name some flowers and plants growing in Percy's park. They will then work scientifically using the correct vocabulary when dissecting a flower to name all of its parts. To help Percy stay healthy children will revise positive hygiene routines and will analyse situations to identify potential hazards. Swallows will also be performing their class assembly.

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**Maths:**

**Science:** See above

**History / Geography:** Children will begin to understand that the UK is comprised of four countries.

**Computing:** Children will use scratch jr to create their own programmes increasing in sophistication.

**Music:** Children will use their voices to sing and perform the song 'I've got a grumpy face'



**Art / Design Technology:** See above

**PDW / R.E:** Children will learn about and begin to understand the role of a young carer.

**P.E:** We will be making dance routine inspired by technology. We will be exploring different ways to travel to enhance our dance routines.

**Key Question Week 11:** What's it like by the sea?

**Key Text for Linked Learning:** The Lighthouse Keeper's Lunch

**Linked Learning:** English, Geography, Music & Art

This week, children will be learning all things nautical as we explore the story *The Lighthouse Keeper's Lunch*. To begin our adventure, the children will be answering questions about the story using their comprehension skills. The children will be looking at a diary from a Lighthouse Keeper and identifying the different features used such as first person, diary starters, days of the week and feelings. This will lead to their own diary account writing about their day. The children will then be taught to edit and improve their writing focusing specifically on their basic punctuation and first person for consistency. To complement their writing, in Art, children will be developing their sketching skills using pencil to recreate scenes from the book. In Geography, the children will be learning the names of the different oceans using a song to help them. The children will be learning which oceans are the closest to the U.K and the furthest away. They will also revise the names of some countries and cities in the UK. In music, they will be composing a piece of music about the sea using un-tuned instruments to symbolise the sea. They will be creating their own rainmakers to use in their performance. The children will then be evaluating their rainmakers, editing and improving their piece of music.

**Maths:**

**Science:** Children will consolidate their knowledge of labelling the structure and features of plants and flowers.

**History / Geography:** See above

**Computing:** Children will use scratch jr to create their own programmes increasing in sophistication.

**Music:** See above

**Art / Design Technology:** See above

**PDW / R.E:** Children will talk about themselves positively and share what makes them special and unique.

**P.E:** We will be making dance routine inspired by technology. We will be exploring different ways to travel to enhance our dance routines.

**Key Question Week 12:** What happened in the storm?

**Key Text for Linked Learning:** The Lighthouse Keeper's Lunch

**Linked Learning:** English, PDW & History

Our History this week will focus on the life and work of Grace Darling, looking into who she is, where she came from and why she is important today. They will begin to understand the impact she had on society. The children will also be writing their own questions that they would like to ask Grace Darling. To expand and show their understanding of Grace Darling, children will sequence the timeline of events for her life. After considering how things have changed in time, as part of our PDW, the children will be exploring hygiene standards comparing hygiene now to that of some people from Grace Darlings era. In English, the children will be developing their reading skills by exploring non-fiction texts such as diary writing. The children will be exploring the features through reading different diary entries written by Grace Darling and changing sentences to the past tense by using the 'ed' suffix. Then, the children will use their knowledge of the suffix 'ed' to try and write a short diary entry of an event that has happened in their life.





**Maths:**

**Science:** Continuing their learning of plant structures children will now identify and label parts of a tree.

**History / Geography:** See above

**Computing:** Children will begin to explore what a digital footprint is.

**Music:** Children will use their voices to sing and perform the song 'I've got a grumpy face'

**Art / Design Technology:** Children will explore the sensory qualities when painting with mixtures. (sand paint, scented paint etc)

**PDW / R.E:** Children will learn about and discuss the Easter story.

**P.E:** We will be making dance routine inspired by technology. We will be exploring different ways to travel to enhance our dance routines.