

St Dennis Primary Academy

Year: 1

Term: Spring 2

Curriculum Drivers

Big Question: How has transport changed over time?

Stunning Start: Paper aeroplane tournament

Fabulous Finish: Perform a 5 senses poem

Real life experiences

Observe and record different modes of transport in the local area

Go on a senses walk around the school



English

RWI and Get Writing

Drawing Club:

Room on the Broom

Those Magnificent Sheep in their Flying Machine

The Smartest Giant in Town by Julia Donaldson

That Rabbit Belongs to Emily Brown

You Can't Take an Elephant on a Bus

Rosie's Walk



Assembly Theme: Teamwork

Emotional Literacy: Exploring Sensory Support Tools / Exploring Tools for Calming / Exploring Tools – Thinking Strategies

Wellbeing

Go on a senses walk around the school to find things that make us happy and calm.

Daily Mile

Cosmic Kids Yoga focusing on senses



Book Share/Storytelling: The Magnificent Sheep in their Flying Machine

Book Study: Emma Jane's Aeroplane

Mathematics:

Number: Place Value within 50

- Counting from 20-50
- Groups of 10's and 1's
- Partitioning in 10's and 1's
- The number line to 50
- 1 more/ 1 less



Measurement: Length and height

- Compare length and height
- Measure using objects
- Measure using cm's

Measurement: Mass and volume

- Measure mass and compare mass
- Measure capacity and compare capacity

Key Skills Session:

- Number bonds to 10
- Mastering Number – Weeks 11 – 15
- Maths jotter fluency

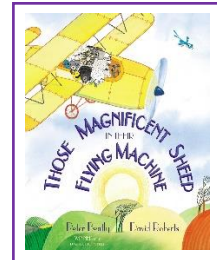
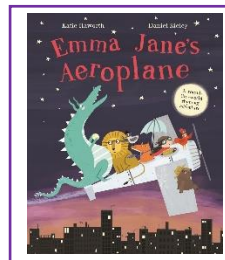
Oracy

Physical: Using facial expressions to describe our senses in Science

Linguistic: Choosing vocabulary to discuss how transport has changed over time in History

Cognitive: Asking questions to clarify, probe and challenge what is healthy and unhealthy in PSHE





Social and Emotional: Being respectful to others when discussing what Christians believe God is like in RE










Environment and Community

Creating posters encouraging people to walk or ride a bike rather than using vehicles.



	Science 	History 	RE 	Computing 
Unit title:	Subject: Biology Unit: Animals including humans	Themes: Travel and exploration Unit: How has transport changed over time?	Theme: Christianity – GOD Unit: What do Christians believe God is Like? (Unit 10)	Area: Data and information Unit: Grouping data Natterhub: Chat it
Builds On:	Year: 1 Term: Spring 1 Unit: Animals including humans	Year: Reception Term: Summer 2 Unit: What's the best way to travel?	Year: Reception Term: Autumn 1 Unit: GOD/CREATION: Why is the word 'God' so important to Christians? (Unit 1)	New learning
Memory Master:	Identification of our five senses.	Naming forms of transport and what they recognise from today	What do Christians thank God for at Harvest? Discussion with drawings.	What do these words mean? object, label, group, colour, size, shape, more, less, most, fewest, least, the same
Lesson Sequence:	I can identify, name, draw and label the basic parts of the human body.	How do people travel today?	What is a parable and who do Christians believe told parables?	I can label objects.
	I can identify which part of the body is associated with each sense.	How did people travel in the past?	What were the main events in the story of the Lost or Prodigal Son? What does the parable of the Lost Son teach Christians about God?	I can identify that objects can be counted.
	I can compare humans. Show what you know	Why do we remember Richard Trevithick?	What are some of the different prayer types used by Christians?	I can describe objects in different ways.
		How did the Wright Brothers' first flight change the way people travel?	What does the story of Jonah tell Christians about what God is like?	I can count objects with the same properties.
		How has transport changed from the past to today? Show what you know	What might Christians say to God when they feel worried, happy or sad?	I can compare groups of objects.
		Why is the word 'God' so important to Christians? Show what you know	I can answer questions about groups of objects.	
Composite:	Drawings of body parts associated with senses and labelled picture of body.	Sequence pictures of travel from the past and today and explain the features (labels or orally),	Play pupils a praise song that might be used in church with lyrics that focus on how God is there through both difficult and good times. Explain that within this song the person singing is talking about the hard times and good times and how God is always there for them. Children make links to when this happened in the stories that they have learnt about within this topic.	Children will decide how to group objects to answer questions. They will compare their groups by thinking about how they are similar or different, and they will record what they find. They will then share what they have found with their peers
Impact:	Children can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Children can describe a significant person from history explaining how their actions affected others (e.g. Richard Trevithick and invention of first steam carriage). They can explain how transport has changed over time.	Children can identify what a parable is and tell the story of the Lost Son from the Bible, recognising link with Christian idea of God as a forgiving Father. They can give accounts of what the story means to Christians and examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)	Children can explain how objects have been grouped and labels are used to identify group with similar characteristics. They group objects in more than one way and can count how are in group and identify which has more, recording this. They can group objects to answer a question and compare objects to group them explaining what has been found.

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Technique: drawing/painting Artist: Oliver Jeffers	Learning focus: Creative Unit: REAL PE	Unit: Cricket	Area: Mechanisms Unit: Wheels and axles
Builds On:	Year: Term:	Year: Year 1 Term: Autumn 2 Unit: (drawing, printing and painting)	New sport this year	Year: Reception Term: Summer 1 Unit: Making vehicles
Memory Master:		N/A	N/A	What vocabulary do we know about parts of a vehicle? Create a class labelled picture.
Lesson Sequence:	Artist: I can recall the key features of Oliver Jeffers's illustrations.	Warm up games Clown's naughty ball Off to the seaside Fundamental Movement Skills Coordination – Ball skills Counter balance – With a partner Skills Application Shoulders, tummy, knees and toes Add a clown move Clown tricks Hold on tight Whacky water sports Seaside sculptures	I can move in different ways.	Research – I can research how wheels move.
	Imitate: I can draw in the style of Oliver Jeffers using line and shape.		I can catch and stop a ball.	Skills – I can identify why a wheel won't turn.
	Experiment: I can create a watercolour wash background.		I can strike a ball.	Design – I can design a moving vehicle.
	Plan: I can develop my ideas for an Oliver Jeffers inspired illustration.		I can recognise space.	Make – I can make a moving vehicle.
	Create: I can create my Oliver Jeffers inspired illustration.		I can follow simple rules of the game.	Evaluate – I can evaluate a moving vehicle by racing it. Show what you know
	Evaluate: I can review and revisit my creation.		I can try and find ways to win games.	
Composite:	Children will be able to apply their knowledge and skills in drawing and painting to create their illustration inspired by Oliver Jeffers.	Children will develop and apply their ball skills and counter balance with a partner.	One child takes the role of batter and stands in the hoop, the other 2/3 children are fielders and line up behind the batting hoop. The batter throws the beanbags and they must be thrown in the group's area of play. The fielders must collect one beanbag each and return them to the cone next to the batting hoop. The batter aims to score points by jumping in and out of the batting hoop – they receive one point each time they jump in and out of the hoop.	Children will test their vehicles in races against each other to evaluate what has worked well and what could be improved.
Impact:	Children will know how to apply water colour wash techniques blending the colours for a background. Children will have developed their understanding of an illustrator and used a sketchbook to develop their skills and ideas.	REAL PE – Creative Cog Children will explore and describe different movements.	Children can move fluently, changing direction and speed. They show basic control of the ball, including when striking a ball. They successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.	Children will understand how to use an axle and axle holder. They will use this knowledge to make a moving vehicle, evaluating its effectiveness.

	PSHE 	PSHE 	PSHE (Money and Careers Week) 
Unit title:	Brook Learn 1 Unit: Our Health	Brook Learn 2 Unit: Healthy Food Choices	Theme: Where does money come from?
Builds On:	Year: Reception	Year: Reception	New Learning
Memory Master:	Revisit the meaning of the word healthy (play true or false)	Create a class list of foods which are good for our health	N/A
Lesson Sequence:	I can explain how we can look after our health.	I can identify different fruit and vegetables	I can identify and name different forms of money.
	I can explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety.	I can explore and evaluate fruit and vegetables, describing their feel, appearance, smell and taste.	I can explain what money is used for.
	I can explain how we need to balance physical activity with time online.	I can recall the new recommended daily maximum sugar intake for my age range.	I can explain where money comes from.
		I can explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to my 5-a-day.	
		I can understand and compare the sugar content in a variety of food and drink products.	
I can select lower-sugar alternatives to high-sugar products.			
Composite:	Create a healthy 'toolkit' for a character.	Create clues about different fruits and vegetables.	Create posters to show different types of money.
Impact:	Children will be able to make informed choices to help keep themselves healthy, in a range of ways.	Children will be aware of the sugar content in different food and be able to make informed healthier choices.	Children will know how money is used in different forms and where it comes from.