

Context for Learning Topic Web

Include: Launch activity / Lead subject – main learning points / Subsidiary (linked) subjects – main learning points / Links to English and (if applicable) Maths

Literacy

SPAG

- Sentence structure – to include joining words 'and' & 'because' in sentences
- Form capital letters correctly & use within correct context in a sentence

Reading

- Phonics teaching Phases 3-5
- Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and linked to the topic

Writing

- Writing from memory a sentence dictated by the teacher attempting phonically plausible settings
- Write a simple narrative with a beginning/middle/end
- Write a poem which uses pattern & rhyme
- Write descriptive captions
- Write a non-fiction text (advert)
- Write a story with an imaginary setting
- Re-read work to check it makes sense
- Write so others can understand the meaning of my sentences
- Handwriting – practice writing letters and words in cursive

R.E

- **Christianity** – Jesus as a friend. Was it always easy for Jesus to show friendship?

Knowledge and Understanding (**Science, Geography**)

- Identify the basic parts of the human body
- Draw and label the basic parts of the human body
- Identify senses
- Pair up parts of the body with their associated senses
- **Geography**
- Use aerial photos to identify local castles and national routes & areas where battles took place

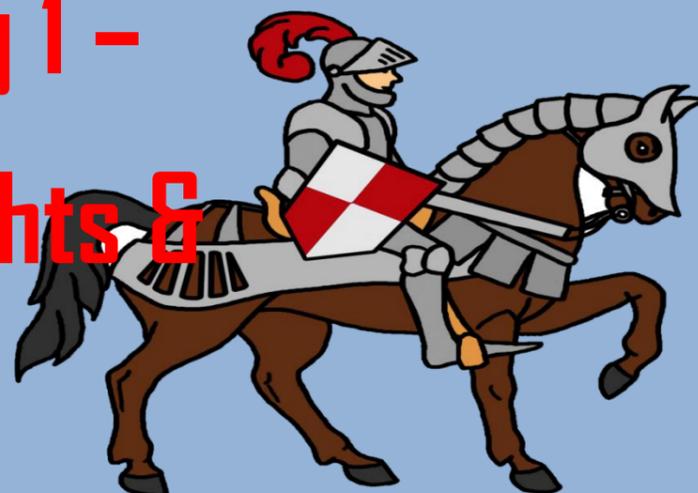
Computing

- **We are painters**
- Use web safely to find ideas for an illustration
- Select & use appropriate painting tools to create and change images on the computer
- Create an illustration for a particular purpose
- Know how to save, retrieve and change their work

Mathematics

- **Time(Week 1-2)**
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Compare, describe and solve practical problems for time {for example, quicker, slower, earlier, later
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- **Place Value(Week 3)**
- Count to 40 forwards and backward, beginning with 0 or 1 or from any number
- **Number addition and subtraction(Week 4-5)**
- Add and subtract one digit and two digit numbers to 40 including zero
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three digit numbers
- Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems
- **Measures, length and height (Week 6)**
- Compare, describe and solve practical problems for; lengths and heights. For example, long/short, longer/shorter, tall/short, double/half
- Measure and begin to record lengths and heights

Year 1 Spring 1 – Castles, Knights & Dragons



Creative Development (DT & Art)

- **Art**
- Use a range of materials creatively to design + make products
- Use drawing/painting + sculpture to develop + share their ideas, experiences and imaginative ideas
- To develop a wide range of art & design techniques
- **DT**
- To learn about a range of artists, craft makers and designers
- Design & make a castle (Construction/materials)
- Use materials to practise drilling, screwing, gluing and strengthening products
- Demonstrate a range of cutting, folding, shaping, curling and joining techniques.

History

- Identify a series of similarities, differences with in specific time period historical enquires & terminology
- Sequence independently on an annotated timeline
- Understand the key features of an event
- Study the lives of a significant individual – William the conqueror and his impact on Britain
- Study castles & fortifications
- Ask and answer questions using stories and sources
- Understand some of the ways in which we know about the past and different ways it is represented

MFL

- Recite and use greetings in French
- Learn songs in French

PE - Dance

- Respond to different stimuli with a range of actions
- Copy and explore basic body actions demonstrated by the teacher
- Copy simple movement patterns from each other and explore this movement
- Choose movements to make into their own phrases with beginnings, middles and ends
- Practise and repeat their movement phrases and perform them in a controlled way
- Know where their heart is and understand why it beats faster when exercising
- Use simple dance vocabulary to describe movement
- Talk about dance, linking movement to moods, ideas and feeling
- **Gymnastics**
- Developing balance, agility and coordination
- Learning & performing a routine in sequence

Music

- **Music technology** – Sounds that are around us. Collect and make a song using soundscape picture and the app mad pad
- Sing together using body percussion to extend rhythmic knowledge
- Continue rhythm work focusing on first beat of the bar and the pulse