

Art & DT - 3D

Children will:

Design and create clay pots to hold a liquid (cross-curricular link with R.E):

Design Process, children will:

- Explore and evaluate existing products
- Evaluate design throughout, note changes and make improvements
- Use pictures and words to convey what they want to design/make.
- Develop more than one idea and annotate ideas with notes to help explanations.
- Select and name materials/tools needed and explain why they are using them
- Check finished product against design criteria

3D Skills:

- To manipulate malleable materials in a variety of ways including rolling and kneading
- To explore sculpture with a range of malleable media
- To manipulate malleable materials for a purpose e.g. pot, tile
- To understand the safety and basic care of materials and tools
- To experiment with a variety of media and to control the marks made.

Vocabulary: purpose malleable, media, rolling, kneading

Linked designers/artists: Lucie Rie, Hans Coper

PSHE - Living in the wider world

- Belonging to a community-What rules are; caring for others' needs; looking after the environment.

Vocabulary- Rules, class rules, situations, needs, people, care, living things, environment, recycling.

- Media literacy and digital resilience-Using the internet and digital devices; communicating online.

Vocabulary- Internet, digital devices, safety, communication, information, search.

- Money and work-Strengths and interests; jobs in the community.

Vocabulary-Jobs, employment, work, community, help, interests, strengths, skills, job titles, roles.

MTP's Year 1 Spring Term

Science

Everyday Materials:

Children will learn:

- to distinguish between an object and the material from which it is made
- to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- to describe the simple physical properties of a variety of everyday materials(hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/ not bendy, waterproof/ not waterproof, absorbent/not absorbent, opaque/ transparent)
- to compare and group together a variety of everyday materials on the basis of their simple physical properties

Skills/working scientifically:

Perform simple tests to explore questions eg What is the best material for an umbrella? ...for lining a dog basket?

Vocabulary: hardness/strength/toughness/stiffness/elasticity/plasticity/absorbancy/waterproof-investigations to explore these words

Seasonal Changes

Children will learn to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

Skills/working scientifically:

Make tables and charts about the weather.

Make displays of what happens in the world around them, including day length, as the seasons change.

Vocabulary: season, spring, summer, autumn, winter, month, year, day, night, sun, moon, light, dark

Plants

Children will learn to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- use the local environment throughout the year to explore and answer questions about plants growing in their habitat

Skills/working scientifically:

Observe closely, perhaps using magnifying glasses.

Compare and contrast familiar plants.

Describe how they are able to identify and group them.

Draw diagrams showing the parts of different plants including trees.

Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening.

Compare and contrast what they have found out about different plants.

Vocabulary: deciduous, evergreen, tree, leaf, flower (blossom), petals, fruit, bulb, seed, roots, stem, trunk, branches

Art - Digital Media

Children will:

Create digital artwork using a computer program using plants/flowers as their subject matter

Drawing Skills:

- Record and explore ideas from first hand observations.
- Develop their ideas with a range of mixed media (crayon, charcoal, pencils etc.) - try things out, change their minds.
- Explore the work of linked artists and make observations
- When creating observational drawing focus on the line and shape of the image, add depth using tone and texture using light and dark line/patterns

Digital Art Skills:

- To explore ideas using digital sources e.g. internet, CD-ROMs
- To record visual information using digital cameras, video recorders, iPads
- To use a simple graphics package to create images and effects with lines (changing the size of brushes in response to ideas), shapes (using eraser, shape and fill tools) and colour and texture (using simple filters to manipulate and create images
- To use basic selection and cropping tools.

Vocabulary: observational, lines, marks, form, shape, tone, texture, colour, media

Linked artists: Georgia O'keefe, 'Flowers in a vase'
Pierre Auguste Renoir, Van Gogh

Computing

Children will follow the Purple Mash scheme of work lego builders and animated story books topics.

Skills:

- To follow and create simple instructions on the computer.
- To consider how the order of instructions affects the result.
- To add animation and sounds to a story.
- To share their e-books on a class display board.

Online Safety - Online Reputation, Online Bullying, Managing Online Information (Educated for a Connected World - see progression within document) column 2

Music

Children will:

- Learn how to use their voices expressively. What sounds can we make with our mouths?
- Re-tell the fairy-tale stories using instruments and the IRDM
- Explore vibration. Children to understand that sound is vibration.
- Identify musical families by listening to their characteristics.
- Play their first concert in front of an audience.
- Perform rhythm regularly to develop their inner pulse.
- Choose sounds to represent the mood of songs.

Skills:

- Using voices
- Singing with control
- Confidence
- Identifying
- listening

Vocabulary: expressing, diaphragm, projection, dynamics, pitch, duration, audience, stage left, stage right, exploring, vibration

MTP's Year 1 Spring Term

History

Children will learn about our school then and now.

(Significant historical events, people and places in their own locality)

- Pre-teach vocabulary
- Be able to place when the school was built on a chronological framework
- Use an artefact led enquiry to find out what our school was like in the past
- Develop a simple chronological framework to understand when the current school was built - What did the Queen and Prince Charles look like at the time?
- Consolidate the vocabulary of the passing of time
- Find out about clothing - own clothes/uniform, equipment including ICT, discipline, school dinners, teachers in the 1970s and 1980s, games played on the yard, lessons - use oral history from family members or people who attended the school - think of questions to ask
- How has the building changed over time? Look at the foundation stones in the hall and staffroom. Look at how the building has been extended over the years. Where would the original **main** entrance have been, original head and secretary's office, what do they think the foundation stage room was and the small games equipment room off the hall?
- Where was the school before it was located on Highgate Road - what clues are there on a local map/aerial photo? (School Lane)
- Show their understanding of what school was like in the past through speaking, role play and drawing

Skills:

Chronology

Use common words and phrases relating to the passing of time

Events, People and Changes

Significant historical events, people and places in the pupils' own locality

Enquiry, Interpretation and Using Sources

Ask and answer questions about the past through observing, handling and using a range of sources eg people talking about their past

Vocabulary - Queen, Prince, x years ago, memory, now, then, same, different, timeline, order, older, oldest, when? Why? artefact

Geography

The children will:

Use simple fieldwork and observational skills to study the geography of the school, grounds and the key human and physical features of the area of Up Holland surrounding the school.

- Look down on everyday objects and draw from above. Make a simple plan of arranged everyday objects drawn from above.
- Make a simple plan of the classroom drawn looking down
- Follow a simple route map starting with a picture/photo map of the school
- Draw a simple route map linked to a story and progress to drawing simple route maps to and from locations in school
- Use observation and identification to study the geography of the school and its grounds (building, field, playground, nature trail etc) as well as the key human and physical features of the surrounding environment (hill, park, trees, village, house, shop - add own 'Up Holland specific' vocab eg library, Beacon)
- Use locational and directional language to describe routes. Use Beebots to move around a course/screen following simple directional instructions. Give and follow simple instructions to get from one place to another. Use maps and other images to talk about everyday life eg where we live, journey to school etc
- Use aerial photos and plan perspectives to recognise local landmarks and basic human and physical features. Know that they are looking at Up Holland and identify the roads that surround the school
- Ask simple geographical 'where', 'what', 'who' questions about the world and their environment
- Speak, write about, observe, draw and describe what they can see where
- Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom
- Use a postcode to find a place on a digital map (WN8OHX)
- The children will establish a Winter to Spring seasonal display/nature table.
- They will discuss the weather on a daily basis as part of their 'Good Morning' routine and record seasonal changes using cameras, i-pads etc

Skills:

Mapping Use large scale maps and aerial photos of the school and local area

Recognise simple features on maps eg buildings, roads and fields

Follow a route on a map starting with a picture of the school

Recognise that maps need titles

Recognise landmarks and basic human features on an aerial photo

Draw a simple map eg of a garden, route map, place in a story

Use and construct basic symbols in a map key

Look down on objects and make a plan eg of the classroom or playground

Fieldwork Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of the environment

Use locational and directional language to describe features and routes

Communication Interpret and create meaningful symbols for a range of places both in and outside the classroom

Give and follow simple instructions to get from one place to another

Use maps and other images to talk about everyday life

Use of ICT/technology - Use programmable toys or sprites to move around a course

Vocabulary - village, wood, house, shop, park, town, building, street, road, map, title, plan, left, right, up, down, on top, underneath, behind, in front of, above, below, route, label, symbol, postcode, human feature, physical feature