



## Art

*What special places inspire me?*

**Outcome: 3D Art work linked with buildings/homes**

use artwork to record ideas,

observations and experiences

experiment with different

materials to design and make products

make structures by joining simple objects together

experiment with basic tools on

## Literacy

Poetry based on special and sacred places. Exploring rhyme and rhythm, learn and perform poetry to an audience.

Use text 'This is Our House' as a hook for 'Social Injustice – shared reading of text to develop comprehension skills

Write our own stories about where we people might live, how it is fair/unfair and how we can show respect to others.

Use our learning in History about buildings/homes in the past and the Great Fire of London to create information texts that share important facts as a report.

Common Exception Words for Y1 and Y2 (Phase 3 Tricky words for FS)

Decision Spelling Units for Y2 – Common Ex words, words ending in -ing and -ed and words with Long U sounds

Phonics teaching Phase 3 and Phase 5 for all Y1/2

## History

**Outcome: Non Fiction Writing Project using historical information**

use common words and phrases relating to the passing of time (chronological understanding)

understand key features of events (understanding of events, people and changes)

identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)

describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London,

describe significant historical events, people and places in his/her own locality

describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods

## 'Special Places' -This is Our House - Spring 1 2020

**Core Value: Respect**

**Core Theme: Social Injustice**

## Maths

Odd and even numbers

Counting in different steps, 2s, 5s, 10s, 3s

Multiplication and Division

Measures – length, weight

Problem solving in context

Using a range of concrete and pictorial representations

Developing reasoning skills and maths vocabulary

## Computing

**Outcomes: Presenting Non Fiction Writing Project using historical information using PPT**

recognise common uses of information technology in the home and school environment

use technology to purposely create digital content. Recognise common uses of information technology beyond school

use technology to purposely create, organise, store, manipulate and retrieve digital content

use technology to purposely create digital content comparing the benefits of different programs

## RE

*What makes some places sacred to believers?*

**Outcome: Shared Poems expressing our ideas about places that are special/sacred**

Recognise that there are special places where people go to worship, and talk about what people do there

Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean

Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship

Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe

Talk about why some people like to belong to a sacred building or a community.

Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas

Talk about what makes some places special to people, and what the difference is between religious and non-religious special places



## PE

### Gymnastics based Physical Activities and Challenges

Developing our core control, using our bodies to create different shapes, balancing on different points

Creating sequences of moves individually and in small groups

Developing movement at different levels and using different body parts with control

Moving to different stimulus such as stories and

## PSHE

What does Social Injustice mean?

When and how do we see Social Injustice in action?

What do we already know about right/wrong – fair/unfair?

What do we think is right/wrong in our world?

Whose responsibility is it to make our world a place of justice?

What do different people think is fair and why?

What does the word 'Respect' mean?

Use text 'This is our house' to explore ideas of 'welcoming others' and encouraging differences to build a 'home'.

How can our worldly home be a respectful place to live?

What differences can we make on a personal level to 'live our vision'.

## Science

How can we build a home a story character?

What will the home need to be like?

What materials will I need?

How will I test the materials?

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

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

## Visits, Trips, Events

Candlemass

Walk to the Church

Cold Stream

presentations; March

Easter

## Wild Tribe/Outdoor Learning

How can I make a warm/waterproof shelter?

Whittling sticks

Making stick structures

Making dens using tarpaulin/material

Testing materials for warm and waterproofness

Creating wooden houses to burn

Collecting firewood and making fires

Making dens for animals or small world

## Courageous Advocacy

What difference can we make?

How can we improve the recycling at our school?

Work with PTFA to arrange fundraisers linked with the above schemes to support local and Global communities

How can we support people who are homeless?

Investigate charities that support the homeless locally.

What can we do to raise money for Angel this term?

Developing Pupil Voice; creating new Ethos Committee

Extending the skills of current Eco Committee along with local supporters