

Year 1: Spring Term 2014 – Foundation Subjects

Toys and Traditional Tales

Science:

Transport (Push pull)

In this unit children learn about different sorts of movement and how to describe these. They relate movement to pushes and pulls. Experimental and investigative work focuses on making observations and communicating these. Work in this unit also offers opportunities for children to relate understanding of movement to everyday contexts such as road safety.

By the end of this unit children will be able to

- describe the movement of objects eg in a park or busy street using words and phrases eg swing, turn, go round, go faster, slow, fast
- describe a series of movements they make eg in a PE or dance activity
- make series of movements matching a description given by another
- identify objects which they moved by pushing and/r pulling
- test to see if prediction were correct
- describe how an object might be stopped and dangerous of doing it
- identify the cause of motion eg the water pushed the wheel around or the wind made the branches move

Sound and Hearing

In this unit children develop their understanding of the huge variety of sounds and sources of sound they encounter. They relate sounds to their sense of hearing and are introduced to the idea that sounds travel away from a source

Opportunities to

- Listening to different sounds
- Experiment and investigate making different sounds
- Describing sounds, including body sounds
- Make, record and present observations
- Drawing conclusions
- Relate understanding of sound and hearing to everyday experience.
- Learn how we hear and safety

History:

Toys; Now and the Past

This unit looks at similarities and differences between toys today and toys in the past. It introduces children to the concepts of 'old' and 'new', and encourages them to think about the changes in their own lives and in those of their family or adults around them.

By the end of this unit children will be able to:

- describe the characteristics of a selection of modern toys
- suggest who might be able to tell them about toys in the past
- describe the characteristics of old toys
- speak about toys that belonged to their parents and grandparent
- ask questions about toys in the past
- infer information about toys in the past by studying old toys
- sort objects into 'old' and 'new' sets
- explain why they have grouped objects in a particular way
- match adjectives to the appropriate set of artefacts
- show understanding that design, materials, and technology can indicate whether a toy is old or new
- recognise similarities and differences between old and new toys
- arrange toys in a classroom museum
- produce labels for the toys on display
- construct a time line

Art:

Investigating materials;

In this unit children investigate the qualities of a variety of natural and made materials. They learn skills for weaving and gain sensory experience of materials and an understanding of colour and texture.

During this unit children will be able to;

- experiment with papers and fabrics and create different effects
- identify and describe textures, colours and patterns in textile
- describe their feelings about a fabric they like
- sort fabrics by colours and textures
- investigate the technique of weaving
- use found natural and made materials in weaving,
- work with cold dyes and water-based paint to develop colour
- explain how they are making their weaving
- evaluate their work

Lots of cross curricular

ICT:

Labelling and Classifying

In this unit children learn that key pieces of information can be used to describe objects. They also learn to use simple criteria to divide groups of objects into sub-sets, and to identify objects by key words. They will use a word processor with a word bank to present information.

Introduction to modelling

In this unit children learn that a computer can be used to represent real or fantasy situations. They understand that the representation is not an exact replica of the original. They discuss the main differences and similarities between a representation and the original. They create their own representations of real or fantasy situations.

Understanding instructions

In this unit children learn how to give and follow instructions to make things happen. They learn how to sequence instructions, so that others can follow them, and to predict what will happen. Children learn that machines follow instructions and that they need to be switched on and off, and controlled. They will recognise the need for accuracy, definition, and common language. They will apply what they have learnt in this unit when giving instructions both written and verbal. The unit will also help them understand how everyday appliances operate.

PE

Gymnastics;

Ship shape / Rock and Roll

In this unit children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, *eg a roll, jump and a shape*. They then transfer what they learn on the floor to apparatus. In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.

Dance;

Pinocchio

In this unit children focus on creating and performing short dances that communicate different moods, feelings and ideas. Their work is inspired by a range of subjects, including some based on different times and cultures. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances

Games

Receiving and Throwing

In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket). They have an opportunity to play one against one, one against two, and one against three.

Music;

Taking off

This unit develops children's ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse.

During this unit, children:

- use songs and activities to develop confidence in singing and playing to a common pulse
- respond to and explore changes of speed (tempo)
- repeat and create simple rhythmic phrases.
- create an accompaniment for a song or chant.

Feeling the pulse

Children will learn to:

- what is meant by pulse or steady beat
- how to control a pulse
- what is meant by rhythm
- how to combine pulse and rhythm
- how to recall and copy rhythmic patterns
- how to create rhythmic patterns based on words and phrase
- use pulse and rhythm to create an accompaniment for a chant/song



RE:

Shabbat

This unit outlines the key beliefs and practices in Judaism and Islam, emphasising current practice while giving children the opportunity to learn about the historical foundation of the religion. Children have opportunities to express their own feelings about these beliefs and practices.

During this unit children will learn;

- how a Jewish child celebrates Shabbat
- what is a mezuzah
- how and why is Hanukkah celebrated
- what is the festival of Passover
- why was Moses a leader
- about Jewish beliefs and practices

Call to prayer in Islam

- call to prayer, why is it really important for Muslims
- sounds that call us for different things
- collect sounds – telling us to do something, e.g. alarm, school bell
- what are the most important sounds to hear?
- first call a baby hears
- what are the sounds that are most important.
- record sounds/sound library

Seal:

Going for goals

This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. The theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.

Good to be me

Understanding feelings, and why and how they lead us to behave the way we do – particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious.

Design Technology:

Making Fruit Salad

This unit develops children's understanding of designing and making with food and the importance of healthy eating. They make choices based on the properties of different fruit and vegetables. Children investigate and taste different foods and develop vocabulary to describe the appearance, taste, smell and texture.

By the end of the unit children will:

- recognise and name a number of different fruit and vegetable
- can say which may be peeled before being eat
- use sensory vocabulary to describe texture, taste and appearance
- classify some fruit/vegetables according to colour, texture and taste, etc.
- know and practise the hygiene rules for fruit and vegetable preparation
- name and demonstrate appropriate use of simple tools in preparing
- carry out simple tasting of fruit and vegetables
- know that fruit and vegetables are an important part of a healthy diet
- suggest appropriate fruit/ vegetables for a product based on their tasting experiences
- talk about their finished product
- record through pictures and words looks and tastes and how well it matches their original ideas and chosen target group

PSHE & C:

Difference and Diversity

In this unit, children learn about their identities and communities and about different places in the world. Through a range of activities, they explore sameness, difference and diversity.

They learn,

- as humans, we are all equal,
- have basic needs and rights
- belong to a range of groups and communities, including school and family.
- the importance of respecting each other
- that it is wrong to abuse people for any reason, including their race.

Through the theme toys or clothes, they explore what other places are like and how we are connected with different countries in the world (interdependence). At the end of the unit, children have the opportunity to reflect on what they have learnt and to share their ideas.

Learn to respect week