Year 1 - Term 3 & 4

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| Topic Title – India | | |
| Science  **Focus – Seasons**  Key skills:   * name the 4 seasons * name the 12 months of the year * observe changes across the 4 seasons * observe and describe weather associated with the 4 seasons * work scientifically by making charts about the weather * explain the day length varies during the year   **Focus – Animals including humans**  Key Skills:   * identify, name and label the basic parts of the human body * name body parts they cannot see (muscles, organs) * to know that the skeleton supports the body * notice the changes as we grow * link body parts to the senses | Geography  **Focus – India**  **Enquiry question: What are the similarities and differences between Polegate and Chembakoli.**  Place knowledge  Can I compare Polegate with a contrasting place in India?  Can I talk about people and places beyond my local environment?  Can I explain what my home is like and compare it to homes in India  Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?  Locational Knowledge  Can I locate places on a world map?  Can I locate continents and find the largest/smallest? | History  **Focus – How have toys changed since my teacher was little?**  Key Skills:   * Sequence events, objects or people on a timeline (within living memory) * Use and understand common words and phrases relating to the passage of time; *now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.* * Describe some similarities and differences between artefacts * Sort artefacts from ‘then’ and ‘now’ * Identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between old and new toys). * Find answers to some simple questions about the past from simple sources of information e.g artefacts or pictures * Ask and answer questions e.g ‘Which things are old and new?’ or ‘Why did they play with this toy?’ * Selectinformation from different types of sources including written, visual and oral sources and artefacts. * Identify differences in a range of sources e.g pictures |
| Art and design  **Focus - Printing**  Key skills:   * Explore patterns in Indian culture * Use pencils to draw lines of different shapes * Show interest and respond to art from starting points * Create a repeating pattern * Choose appropriate colours * Block printing * Design pattern & print using paint onto fabric to create an Indian animal | Design Technology    **Focus - Cooking**  Key skills:   * use the basic principles of a healthy and varied diet to prepare dishes * understand where food comes from. * Prepare and cook a simple recipe from India * Practice cutting skills and mixing to create a sauce. * Knead a simple dough mixture and mix ingredients together to form bread * understand the importance of hygiene when cooking. | Computing  **Focus –** Creating media: Digital painting  Key Skills:  - I can make marks on a screen  - I can draw lines  - I can choose appropriate shapes  - I can make appropriate colour choices  - I can create a picture in the style of an artist  Focus – Programming: Simple inputs  Key Skills:   * To combine start events and click events to program |
| PSHE  **Focus: RSHE:**   * To know how to describe my feelings * To understand that people react differently to their feelings * To know that all feelings are OK, but some behaviours are not * To know and correctly name the main parts of the body * To know and name the private part of the body that boys have * To know and name the private part of the body that girls have. * To know how to actively listen to other people * To know and reflect about ways of communicating effectively * To know and have considered ways to resolve disagreements through negotiation * To know some ways that diseases are spread * Know some ways that I can protect myself from diseases * know some ways that I can protect others from diseases * To know the people that can help look after me * To know and identified people I can ask for help * To know I can ask for help if I need to   **Focus: Dreams and goals**   * Know how to set simple goals * Know how to achieve a goal * Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them * Know when a goal has been achieved * Know how to work well with a partner * Know that tackling a challenge can stretch their learning | Religious Education  **Focus – Jesus as a friend**  **Was it always easy for Jesus to show friendship?**  Key Skills:   * Talk about a friend is * What qualities make a good friend * Explore how Jesus showed friendship in examples from bible stories   **Focus – Palm Sunday**  **Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?**  Key skills:   * Talk about special people * How do you welcome them * Explain what makes someone special * Understand why Jesus was welcomed as a King | Music  **Focus – Music from different cultures**  Key Skills:   * Explore rhythm and create rhythms using untuned instruments * Listen and appraise music from Indian culture * Compose Indian style music using **rhythm** as a focus |
| Physical Education  **Focus – Hands**  Key Skills:   * Throwing underarm * Apply throwing into a game context * Stop a ball using hands * Roolla ball towards a target * Score points   **Focus – Health and Wellbeing**  Key Skills:   * Understand how to be more agile when moving * Improve balance * develop coordination * perform a circuit   **Focus – Dance**  Key skills:   * Bollywood dance | Forest School   * Spot signs of spring * Collect natural objects from around the garden to create a rainbow strip * Use clay to create sculptures using natural resources * Built a shelter | Stunning start: Sensory journey through India  Marvellous middle: Cooking Indian food  Fabulous finish: Holi festival celebration! |