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| <p><b>English</b><br/>Learning Journey 1:<br/><b>Text: <i>Man on the Moon</i> by Simon Bartram</b><br/>Outcome: <b>Job advert</b><br/><b>Speaking and Listening Outcome: Hot Seating Bob: What is it like to be a good cleaner?</b></p> <p>Learning Journey 2:<br/><b>Text: <i>Rapunzel</i> by Bethan Woolvin</b><br/>Outcome: <b>Sequence and retell the story.</b><br/><b>Speaking and Listening Outcome: Whole Class retelling – Talk for writing Pie Corbett style.</b></p> <p>Learning Journey 3:<br/><b>Text: <i>Dinosaurs from Head to Tail</i> by Stacey Roderick</b><br/>Outcome: <b>A dinosaur fact file.</b><br/><b>Speaking and Listening Outcome: Read fact file to the class.</b></p>  | <p style="text-align: center;"><b>Maths</b></p> <p>Recognise, compose, decompose and manipulate 2D and 3D shapes</p> <p>Numbers 0 to 10 6 7 8 9</p> <p>Additive structures</p> <p>Addition and subtraction facts within 10</p>  | <p style="text-align: center;"><b>Continue Animals (How they survive) if not completed.</b></p> <p style="text-align: center;"><b>Science – Materials, their properties and why we choose materials to do jobs (Buildings)</b></p> <p><b>The big idea about materials.</b></p> <ul style="list-style-type: none"> <li>- There are many different materials that have different describable and measurable properties.</li> <li>- Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass).</li> <li>- The properties of a material determine whether they are suitable for a purpose.</li> </ul> <p><b>Exploring materials and their properties.</b></p> <ul style="list-style-type: none"> <li>- These ideas are explored through testing materials to see if they are appropriate for particular jobs.</li> <li>- Explore main groups of materials and investigate their important properties (strength, flexibility, waterproofness, absorbency, softness, slippiness, stretchiness, brittleness)</li> </ul>   |
| <p><b>PE:</b> Describe what they and others are doing through peer and self-assessment.<br/><b>Gymnastics:</b> – Show basic balance, control and coordination when travelling and when remaining still. – Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves. – Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. <b>Invasion Games:</b> Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</p> | <p style="text-align: center;"><b>Year 1 – Spring Term – Romsey (Our Town)</b><br/><b>How do I feel today?</b><br/><b>Visit: Romsey geographical survey</b><br/><b>Supporting websites</b></p>  | <p><b>History: What was Romsey like when Florence Nightingale was alive?</b></p> <ul style="list-style-type: none"> <li>- Know about significant historical events, people and places in this locality.</li> <li>- Know about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>- Talk about past and present events related to houses and homes.</li> </ul>   |
|  | <p style="text-align: center;"><b>ICT – Word Processing Linked to Romsey unit</b></p> <ul style="list-style-type: none"> <li>- L.O: To use technology purposefully to store and retrieve digital content. Using Google Docs to type. Taking photos of the town.</li> </ul>  | <p><b>Geography Romsey</b><br/><b>See 'my local park' unit Hants planning</b><br/><b>Step 1: Launchpad:</b> Our local area. Use google earth to locate, <b>Can we find the school? Where is your favourite place in Romsey? Find it, draw it.</b><br/><b>Step 2: Question: What makes Romsey special? (KWL grid)</b><br/><b>Step 3: Investigate (skills): Why do people come to Romsey? Locate, similarities and differences between local towns / cities. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</b><br/><b>How can we find our way around Romsey? Use directional language and 4-point compass directions to describe the location of features and routes on a map.</b><br/><b>Step 4: Connect, compare and patterns: How can we collect data to show why Romsey is special? Devise a simple map and use basic symbols in a key. Use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map</b><br/><b>Step 5: Conclusions: Is Romsey special?</b><br/><b>Step 6: Communicate (Goal): How can we persuade people to come to Romsey? Create a VLOG to persuade people to visit.</b></p> |
| <p style="text-align: center;"><b>RE: God / Salvation</b></p> <p><b>Concept:</b> God <b>Context:</b> <b>What do Christians believe God is like?</b><br/><b>Explain</b> what the story of the Lost Son teaches Christians about God and being a Christian<br/><b>Concept:</b> Salvation <b>Context:</b> <b>Why does Easter matter to Christians?</b><br/><b>Evaluate and Apply:</b> Explain why people find it helpful to believe that there is a Heaven</p>  | <p style="text-align: center;">- <b>PSHE (Jigsaw)</b></p> <ul style="list-style-type: none"> <li>- <b>Dreams and Goals</b></li> <li>- <b>Healthy Me</b></li> </ul>  |   |
| <p style="text-align: center;"><b>Music – The 3 little pigs mini musical.</b></p> <ul style="list-style-type: none"> <li>- Use voice expressively; chant / rap in time to a beat.</li> <li>- Use voice expressively when singing songs in The Three Pigs musical.</li> <li>- Change voice from a lively happy song to a sad song.</li> <li>- Match topic words to simple rhythmic notation.</li> <li>- Play percussion instruments musically.</li> <li>- Listen with concentration – call and response rhythm games / keeping the beat.</li> <li>- Listen with concentration and understanding to a variety of contrasting pieces of music</li> </ul>  | <p><b>Art – James Rizzi project</b> – Collages, Junk modelling/constructing with lego, Clay houses<br/><b>Observational drawings of landscape</b><br/>Colour – naming colours, mixing colours, applying colours with a range of tools.<br/>Form – construct, make simple joins, carve, pinch and roll coils and slabs.<br/>Texture – collages, clay</p> | <p><b>DT Model making</b> of Romsey Town buildings. (Rizzi inspired) Build Romsey for the owl and the pussycat to visit.<br/><b>Generate</b> ideas from their own and others' experiences.<br/><b>Design:</b> Develop ideas by shaping materials and putting together components.</p> <ul style="list-style-type: none"> <li>- Talk about ideas ,Communicate ideas using a variety of methods, including drawing and models.</li> <li>- Plan by suggesting what to do next as ideas develop.</li> </ul> <p><b>Make:</b> structures stronger by folding, joining and/or rolling. Measure and mark out materials that are needed. –Use a range of joins. – Use safe ways of cutting including using a saw. –Produce neat work.<br/><b>Evaluate:</b> Talk about their own and others' work, what they like and dislike.<br/><b>Technical Knowledge:</b> Build structures exploring how they can be made stronger, stiffer and more stable.</p>   |