

YEAR 1 SPRING 1 - THE THREE LITTLE PIGS

TOPIC	LEARNING OBJECTIVES
SCIENCE	<p>MATERIALS Identify and name common materials. COMPARE and GROUP PROPERTIES</p> <p>As a Scientist, be able to:</p> <ul style="list-style-type: none"> • Know the name of the materials and object is made from. • Understand the properties of common materials. • Group a list of everyday objects according to their composite material. • Carry out an investigation to test whether materials are waterproof or not. • Name and discuss a famous scientist/inventor, Charles Macintosh <p><i>To work scientifically, set up a test, know if the test has been successful and say what has been learned. Explain to someone what has been learned and draw conclusions from questions and answers. To use measures within an investigation to keep the test fair.</i></p>
HISTORY	<p>CHANGE OVER TIME. SIMILARITIES and DIFFERENCES. Homes in the past. The Victorian era.</p> <p>As a Historian, be able to:</p> <ul style="list-style-type: none"> • Use vocabulary associated with the passing of time. • Understand similarities and difference between Victorian times and present day. • Know what a number of old objects were used for. • Show some understanding of the ways we can find out about the past. • Know the main differences between their school days and that of Victorian children. • Know about artefacts from the past. • Create a timeline of an object from the Victorian era to present day.
GEOGRAPHY	<p>PHYSICAL, HUMAN FEATURES, PLACE/LOCATIONAL KNOWLEDGE SUSTAINABILITY</p> <p>As a Geographer, be able to:</p> <ul style="list-style-type: none"> • Know the main differences between city (Sunderland), town and a rural area. • Use locational and some directional language. • Know the important human and physical features of our local area. • Discuss and observe the impact of climate change/extreme weather on our school environment.
D.T	<p>Be able to:</p> <ul style="list-style-type: none"> • Use a range of different materials to construct an accessible shelter. • To evaluate their shelter and suggest improvements • To taste a selection of Victorian foods. Consider/know how healthy their diet was.

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ART	<p>As an Artist be able to:</p> <ul style="list-style-type: none"> • Create a self-portrait using correct face dimensions. • Recognise pattern in the environment. (Three Little Pigs -houses) • Know how create a repeating pattern in print. (brick patterns using lego) • Weave a pattern using paper. • Cut, tear and decorate a piece of self-drawn art work using collage materials (making three little pig houses).
COMPUTING	<p>Be able to:</p> <ul style="list-style-type: none"> • Understand the differences between books and e-books. • Explore the tools of 2Create. • Play the page created. • Save changes and overwrite the file. • Add animation to a picture. • Add a sound effect, voice recording and music to a picture. • Use copy and paste to create additional pages. • Continue and complete an animated story.
RE	<p>Be able to:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell some stories used in Jewish celebrations (e.g.. Chanukah). • Give examples of how the stories used in celebrations remind Jews about what God is like <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g.. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways
PE	<p>Be able to:</p> <p>Dynamic balance: on a line, Static balance: stance</p> <ul style="list-style-type: none"> • (on a line) Walk forwards and backwards lifting knees up to 90 • (on a line) walk forward and backwards lifting heels up to bottom • Stand on a low beam with good stance for 10 seconds
RSE	<p>Be able to:</p> <ul style="list-style-type: none"> • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;

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	<ul style="list-style-type: none">• Identify simple bedtime routines that promote healthy sleep.• Recognise emotions and physical feelings associated with feeling unsafe;• Identify people who can help them when they feel unsafe.• Understand and learn the PANTS rules;• Name and know which parts should be private;• Explain the difference between appropriate and inappropriate touch;• Understand that they have the right to say "no" to unwanted touch;• Start thinking about who they trust and who they can ask for help.• Understand that medicines can sometimes make people feel better when they're ill;• Explain simple issues of safety and responsibility about medicines and their use.