



Billingshurst Primary School Termly Learning Journey

Year: 1 Term: Spring 1

Topic Title: Please look after this bear

| Date | 05.01.21 4 days | 11.01.21 | 18.01.21 | 25.01.21 | 01.02.21 | 08.02.21 4 days |
|----------------|---|---|--|---|---|--|
| Learning Hooks | Watch a video about pandas in the wild. | | Watch video about Brown bears including the one to music with them scratching. | We are going on a bear hunt Round the school grounds looking for evidence of bears | | |
| Text | Range of non-fiction Bears | | | | | |
| Book Talk | Author focus – Jill Murphy Peace at last, Whatever next, The last Noo Noo, Meltdown, On the way home | | | Author focus - Shirley Hughes Dogger, Alfie stories, Lucy and Tom stories | | |
| Writing | <p>Record sentences about a Panda including where it lives, what it eats and how we would recognise it.</p> <p>Oracy</p> <ul style="list-style-type: none"> ✓ Listen and respond appropriately to adults and their peers ✓ Use relevant strategies to build their vocabulary ✓ Speak audibly and fluently with an increasing command of Standard English <p>Handwriting</p> <ul style="list-style-type: none"> ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, starting | <p>Label a picture of a polar bear using a descriptive word added to each item. (Sharp padded paws)</p> <p>Oracy</p> <ul style="list-style-type: none"> ✓ Listen and respond appropriately to adults and their peers ✓ Participate in discussions ✓ Speak audibly and fluently with an increasing command of Standard English <p>Handwriting</p> <ul style="list-style-type: none"> ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, starting and finishing in the right place | <p>Record sentences about a Brown bear including what they eat, features such as number of toes and what their home is like.</p> <p>Oracy</p> <ul style="list-style-type: none"> ✓ Listen and respond appropriately to adults and their peers ✓ Give well-structured descriptions ✓ Speak audibly and fluently with an increasing command of Standard English <p>Handwriting</p> <ul style="list-style-type: none"> ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, starting and finishing in the right place <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> ✓ Leave spaces between words ✓ Know how words can combine to make a sentence ✓ Join words and clauses using 'and'. ✓ Punctuate sentences using a capital letter and a full stop <p>Terminology</p> | <p>Write a letter to your parent explaining what problems the Polar bears are having due to the fact the ice is melting</p> <p>Oracy</p> <ul style="list-style-type: none"> ✓ Listen and respond appropriately to adults and their peers ✓ Use spoken language to develop understanding through exploring ideas ✓ Speak audibly and fluently with an increasing command of Standard English <p>Handwriting</p> <ul style="list-style-type: none"> ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, starting and finishing in the right place <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> ✓ Leave spaces between words ✓ Know how words can combine to make a sentence | <p>Find out and plot on a world map which bears live where Talk about polar bears never naturally meeting a penguin</p> <p>Oracy</p> <ul style="list-style-type: none"> ✓ Listen and respond appropriately to adults and their peers ✓ Speak audibly and fluently with an increasing command of Standard English <p>Handwriting</p> <ul style="list-style-type: none"> ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, starting and finishing in the right place <p>Vocabulary, Grammar and Punctuation</p> | <p>Make a glossary of useful words about bears that we have learnt about this half term. These will need to be in alphabetical order and include a description of what they are.</p> <p>Oracy</p> <ul style="list-style-type: none"> ✓ Listen and respond appropriately to adults and their peers ✓ Ask relevant questions to extend their understanding and knowledge ✓ Speak audibly and fluently with an increasing command of Standard English <p>Handwriting</p> <ul style="list-style-type: none"> ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, |

| | | | | | | |
|-----------------------------|--|---|--|--|--|--|
| | <p>and finishing in the right place.</p> <p>✓ Form Capital letters</p> <p>Vocabulary, Grammar and Punctuation</p> <p>✓ Leave spaces between words</p> <p>✓ Know how words can combine to make a sentence</p> <p>✓ Join words and clauses using ‘and’.</p> <p>✓ Punctuate sentences using a capital letter and a full stop</p> <p>Terminology Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.</p> | <p>Vocabulary, Grammar and Punctuation</p> <p>✓ Leave spaces between words</p> <p>✓ Know how words can combine to make a sentence</p> <p>✓ Join words and clauses using ‘and’.</p> <p>✓ Punctuate sentences using a capital letter and a full stop</p> <p>Terminology Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.</p> | Letter, capital letter, word, singular, plural, sentence, punctuation, full stop. | <p>✓ Join words and clauses using ‘and’.</p> <p>✓ Punctuate sentences using a capital letter and a full stop</p> <p>Terminology Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.</p> | <p>✓ Leave spaces between words</p> <p>✓ Know how words can combine to make a sentence</p> <p>✓ Join words and clauses using ‘and’.</p> <p>✓ Punctuate sentences using a capital letter and a full stop</p> <p>Terminology Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.</p> | <p>starting and finishing in the right place</p> <p>Vocabulary, Grammar and Punctuation</p> <p>✓ Leave spaces between words</p> <p>✓ Know how words can combine to make a sentence</p> <p>✓ Join words and clauses using ‘and’.</p> <p>✓ Punctuate sentences using a capital letter and a full stop</p> <p>Terminology Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.</p> |
| Maths | <p>Addition and Subtraction within 20 (week 1 and 2)</p> <p>I can subitise small numbers (1-5)</p> <p>I can add by counting on within 20</p> <p>I can add by making 10 (adding three numbers together)</p> <p>I can find and make number bonds to 20</p> <p>I can solve problems involving addition</p> <p>(Continued oral rehearsal of counting in 2, 5 and 10)</p> | <p>Addition and Subtraction within 20 (week 3)</p> <p>I can subtract (without bridging 10)</p> <p>I can subtract by crossing or bridging 10I can solve problems involving subtraction</p> <p>I can compare numbers</p> | <p>Measures / Money (week 4)</p> <p>I can recognise 1p, 2p, 5p and 10p coins</p> <p>Using resources, I can count forward in 1, 2, 5 and 10</p> <p>Using coins, I can add to find the total</p> <p>Using resources, I can subtract to find the total</p> <p>I can solve problems involving money</p> | <p>Number: Place value within 50 (week 5 and 6)</p> <p>I can count forward and backwards within 50</p> <p>I can represent numbers within 50 using concrete resources and pictorial representations</p> | | |
| Science | | | | | | |
| Learning objective | I am able to identify, name, draw and label the basic parts of the human body. I know which part of the body is associated with each sense | I can describe and compare the structure of mammals and reptiles. | I can describe and compare the structure of fish and birds. | <p>I can describe and compare the structure of amphibians and other types of animals.</p> <p>Opportunity for pond dipping</p> | I can show my understanding of carnivores, herbivores and omnivores by identify and naming a variety of common animals. | |
| Learning Opportunity | <p>Children to use talk partners to name different parts of the body.</p> <p>Sing: Head sholders knees and toes.</p> <p>Play: Simon says identifying different parts of the body.</p> <p>Explain that different parts of our body help us to do different things. Go through</p> | <p>Explain that there are over 8 million different species of animals in the world, but not all animals are the same. We can separate them into different groups. There are 5 main groups; mammals, reptiles, birds, fish and amphibians.</p> | <p>Recap last week’s learning on mammals and reptiles. What do we know about these groups of animals?</p> <p>Focus on exploring fish and birds. Discuss the key features of fish and birds and watch the YouTube clip: fish/Educational Video for Kids: https://www.youtube.com/watch?v=TJN3gJoZqIY&safe=true</p> <p>birds/Educational Video for Kids: https://www.youtube.com/watch?v=8vL_2rF8JHU&safe=true</p> <p>Make a list of fish and birds. How do we know they are fish/birds?</p> | <p>Recap last week’s learning on fish and birds. What do we know about these groups of animals?</p> <p>Focus on exploring amphibians. Discuss the key features of amphibians and watch the YouTube clip: amphibians/Educational Video for Kids: https://www.youtube.com/watch?v=XI8GPsf6TAc&safe=true</p> <p>Make a list of amphibians. How do we know they are amphibians?</p> <p>Model drawing an amphibian. Then label the distinguishing parts that make it a amphibian.</p> | <p>Introduce the language; carnivores, herbivores and omnivores. TP- What do you think these words mean?</p> <p>Explain the meaning and make up a clapping chant to remember. E.g. “Carnivores munch on meat” “Herbivores pick at plants” “Omnivores gobble up both”</p> <p>Go through a list of animals and decide what category they fall in. How do we know? Most carnivores have sharp claws and</p> | |

| | | | | | | |
|--|---|--|---|---|---|--|
| | <p>some large body parts and their functions, e.g. Our legs help us to stand and move. Our hands help us to pick things up.</p> <p>Introduce the term senses. Discuss what we think it means. Tell children that our 5 senses are, touch, sight, smell, taste, hearing. Ask children to work out which parts of our body help us to do these 5 things.</p> <p>Children to draw their own face and label eyes, nose, mouth, skin, ears and their associated sense. Some children may write in full sentences e.g. Our ears help us to hear things.</p> <p><u>Skill</u></p> <p>Using everyday terms to describe simple features or actions of living things they observe.</p> <p>Make comparisons between basic features or components of objects, living things or events</p> <p>Recognise basic features of objects, living things or events</p> | <p>TP- Discussion on these new words, do we know anything about them?</p> <p>Focus on exploring mammals and reptiles. Discuss the key features of mammals and reptiles and watch the YouTube clip: Mammals/Educational Video for Kids: https://www.youtube.com/watch?v=hGonwMTPV6g&safe=true</p> <p>Reptile/Educational Video for Kids: https://www.youtube.com/watch?v=DeflKnKyQfA&safe=true</p> <p>Make a list of mammals and reptiles. How do we know they are mammals/reptiles?</p> <p>Model drawing a mammal and reptile. Then label the distinguishing parts that make it a mammal or reptile. Then write a comparative sentence using this sentence structure; Mammals have/ are..... but reptiles have/are.....</p> <p><u>Skill</u></p> <p>Using everyday terms to describe simple features or actions of living things they observe.</p> <p>Make comparisons between basic features or components of objects, living things or events</p> <p>Recognise basic features of objects, living things or events</p> <p>Sort and group objects, living things or events based on what they have observed.</p> <p>Present their ideas and evidence in appropriate ways.</p> | <p>Model drawing a fish and bird. Then label the distinguishing parts that make it a fish or bird. Then write a comparative sentence using this sentence structure; Fish have/ are..... but birds have/are.....</p> <p><u>Skill</u></p> <p>Using everyday terms to describe simple features or actions of living things they observe.</p> <p>Make comparisons between basic features or components of objects, living things or events</p> <p>Recognise basic features of objects, living things or events</p> <p>Sort and group objects, living things or events based on what they have observed.</p> <p>Present their ideas and evidence in appropriate ways</p> | <p>Using the resource sheet of different pictures of animals organise them into the 5 categories we have learnt about in a way of their choosing.</p> <p><u>Skill</u></p> <p>Using everyday terms to describe simple features or actions of living things they observe.</p> <p>Make comparisons between basic features or components of objects, living things or events</p> <p>Recognise basic features of objects, living things or events</p> <p>Sort and group objects, living things or events based on what they have observed.</p> <p>Present their ideas and evidence in appropriate ways</p> | <p>teeth to catch and eat their prey. Children have three categories of carnivore, herbivore and omnivore- sort pictures of common animals into the correct category using everyday knowledge and discussion.</p> <p><u>Skill</u></p> <p>Draw on their everyday experience to help answer questions</p> <p>Present their ideas and evidence in appropriate ways</p> <p>Sort and group objects, living things or events based on what they have observed.</p> | |
| Opportunities for oracy and drama | <p>L: Making appropriate vocabulary choices. E.g. senses, touch, taste, smell, hearing, sight, eyes, nose,</p> | <p>L: Making appropriate vocabulary choices. E.g. Animal, mammal, reptile, cold-blooded, diversity, viviparous, live young, mammary</p> | <p>L: Making appropriate vocabulary choices. E.g. animals, birds, fish, fins, gills, eggs, oviparous,</p> | <p>L: Making appropriate vocabulary choices. E.g. animal, amphibian, cold-</p> | <p>L: Making appropriate vocabulary choices. E.g. herbivore, omnivore, carnivore, animals, prey, predator, birds,</p> | |

| | | | | | | |
|--|--|--|--|--|---|--|
| Physical (P) Linguistic (L) Cognitive (C) Social and Emotional (SE) | <p>scent, skin, ears, tongue, legs, arms, body, face, elbows, knees, toes</p> <p>C: The children will seek information and clarification through asking questions to teacher and other children about the senses.</p> <p><u>Pair discussion</u></p> <p>SE: listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p>P: Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p><u>Group discussion</u></p> <p>C: choice of content to convey meaning and intention, building on the views of others.</p> <p>SE: listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p>P: Children will be aware of voice projection to ensure all children in class can hear.</p> | <p>glands, teeth, fur, lungs, eggs, scales, crawl, slither, oviparous, shell</p> <p>C: The children will seek information and clarification through asking questions to teacher and other children about different animals and their key features.</p> <p><u>Pair discussion</u></p> <p>SE: listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p>P: Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p>C: seeking information and clarification through asking questions.</p> <p><u>Group discussion</u></p> <p>C: choice of content to convey meaning and intention, building on the views of others.</p> <p>SE: listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p>P: Children will be aware of voice projection to ensure all children in class can hear.</p> | <p>cold-blooded, scales, diversity, feathers, beaks, wings, flight, talons</p> <p>C: The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p><u>Pair discussion</u></p> <p>SE: listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p>P: Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p>C: seeking information and clarification through asking questions.</p> <p><u>Group discussion</u></p> <p>C: choice of content to convey meaning and intention, building on the views of others.</p> <p>SE: listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p>P: Children will be aware of voice projection to ensure all children in class can hear.</p> | <p>blooded, moist skin, absorb, eggs, habitat, water, land</p> <p>C: The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p><u>Pair discussion</u></p> <p>SE: listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p>P: Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p>C: seeking information and clarification through asking questions.</p> <p><u>Group discussion</u></p> <p>C: choice of content to convey meaning and intention, building on the views of others.</p> <p>SE: listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p>P: Children will be aware of voice projection to ensure all children in class can hear.</p> | <p>amphibians, mammals, reptiles, fish, diet, humans</p> <p>C: The children will seek information and clarification through asking questions to the teacher and other children about the diets of different animals whether they are herbivores, omnivores or carnivores.</p> <p><u>Pair discussion</u></p> <p>SE: listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p>P: Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p>C: seeking information and clarification through asking questions.</p> <p><u>Group discussion</u></p> <p>C: choice of content to convey meaning and intention, building on the views of others.</p> <p>SE: listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p>P: Children will be aware of voice projection to ensure all children in class can hear.</p> | |
| Key Questions | <p>What body parts can you name? What does that body part help us to do? What would happen if he had no tongue?</p> | <p>What type of animal is a bear? How do we know that it is a mammal? What type of animal is a human, how do you know?</p> | <p>What do you know about fish and birds? Is a dolphin a fish? What do fish and birds have in common? Can birds swim? Do all birds fly?</p> | <p>What do you know about amphibians? What is the difference between amphibians and reptiles? Are there any similarities between amphibians and birds?</p> | <p>What is a carnivore/herbivore/omnivore? What do most carnivores have in common? What do we call an animal that eats both meat and plants?</p> | |

| | | | | | | |
|---|--|--|--|--|---|--|
| | What sense do you think is the most important? Why? | What is the difference between mammals and reptiles? | | | What category do you fall into? | |
| Learning Outcome | In science books children will demonstrate their understanding of the 5 senses through illustrations, labels and sentences. Pupil voice will be captured during the input. | In science books children will demonstrate their understanding of mammals and reptiles through illustrations, labels and sentences. Pupil voice will be captured during the input. | In science books children will demonstrate their understanding of fish and birds through illustrations, labels and sentences. Pupil voice will be captured during the input. | In science books children will demonstrate their understanding of amphibians through illustrations, labels and sentences. Pupil voice will be captured during the input. Children will sort a range of common animals into the 5 categories. | In science books children will demonstrate their understanding of carnivores, herbivore and omnivores by sorting a range of common animals into the 3 categories in a way of their choosing. Pupil voice will be captured during the input. | |
| History | | | | | | |
| Learning objective | | | | | | |
| Learning Opportunity | | | | | | |
| Opportunities for oracy and drama Physical (P) Linguistic (L) Cognitive (C) Social and Emotional (SE) | | | | | | |
| Key Questions | | | | | | |
| Learning Outcome | | | | | | |
| Geography | | | | | | |
| Learning objective | | | | | | |
| Learning Opportunity | | | | | | |
| Opportunities for oracy and drama Physical (P) Linguistic (L) | | | | | | |

| | | | | | | |
|--|--|--|--|---|---|--|
| Cognitive (C) Social and Emotional (SE) | | | | | | |
| Key Questions | | | | | | |
| Learning Outcome | | | | | | |
| Art and Design | | | | | | |
| Learning objective | | | | <p>I can use a range of paint brushes</p> <p>I can use a range of equipment to apply paint and create paint effects</p> | <p>I can use paint in a variety of forms</p> <p>I can use a range of paint brushes</p> <p>I can use a range of equipment to apply paint and create paint effects</p> <p>I can mix colours to create an image</p> | <p>I can use paint in a variety of forms</p> <p>I can use a range of paint brushes</p> <p>I can use a range of equipment to apply paint and create paint effects</p> <p>I can mix colours to create an image</p> |
| Learning Opportunity | | | | <p>Introduce PP – drawing fur, bear</p> <p>Look closely at the bear’s fur and discuss what it looks like and what it may feel like? - Look at paintings/ drawings of bears and talk about the way the artist has made the fur look real.</p> <p>Sketch Books- Using a range of equipment and brush sizes practise creating fur like texture using powder paint/ready mix.</p> | <p>Thinking back to last week’s learning of creating texture. Discuss with TP what you remember. We will use these techniques today, but we will also be using a range of paints and experimenting with creating ‘bear colours.</p> <p>Sketch Books- Using a range of equipment and brush sizes practise creating fur like texture using powder paint/ready mix/ water colour to create bear fur colours.</p> <p>Then decide what paint and equipment you will use for your final painting.</p> | <p>In sketch books - Using all of the skills taught the children are to create a bear image.</p> <p>They can either sketch a simple outline to guide them of the bear shape or create the shape as they create the texture. (teacher to model)</p> <p>There will be a range of bear images to guide them. Teacher to encourage them to use the skills taught this topic and to make their image large on the page.</p> |

| | | | | | | |
|---|--|---|---|--|--|--|
| <p>Opportunities for oracy and drama</p> <p>Physical (P)</p> <p>Linguistic (L)</p> <p>Cognitive (C)</p> <p>Social and Emotional (SE)</p> | | | | <p>L – appropriate vocabulary choice – brush, colour, texture, fine, thick powder paint</p> <p>C – Time management</p> | <p>L – Appropriate vocabulary choice – brown, black, grey, tones, shades, mottled</p> <p>C – seeking information and clarification through questioning</p> | <p>SE – Turn taking</p> <p>C – Summarising similarities and differences</p> |
| Key Questions | | | | <p>What does the bear’s fur look at feel like? How might you create that effect on paper? What tools are you going to try? Where would you start on the page? What direction would your tool move in?</p> | <p>How do create new colours with paint? What things must we do to make sure that our colour is how we want it to be? What sort of colours may we want to make for bear fur?</p> | <p>Will you use a light outline to guide you or create the shape as you go? What tools will you use? What type of paint will you use? How will you make your chosen colour? Will you only use one colour?</p> |
| Learning Outcome | | | | <p>To develop a wide range of art and design techniques in using, pattern, texture, line, shape, form and space- To represent fur using different equipment and brush sizes.</p> | <p>To use our skills to create texture using a range of equipment and practise mixing colours using a range of paints.</p> | <p>The children would have used all the taught skills to create a final image of a bear in their sketch books.</p> |
| Computing | | | | | | |
| Learning objective | I can make a picture using Dazzle | I can use a password to log on to a program | I can change the background and add a stamp to Dazzle | I can create a picture using a digital art program | I can create a picture using a digital art program | I can create a picture using a digital art program |
| Learning Opportunity | <p>Children already signed on for ease. Basic ideas taught as whole group and children left to explore</p> <p><u>Keyboard and Mouse Skills</u></p> <p>Use Dazzle to create a picture</p> <p><u>Mouse Control</u></p> <p>Double click to start activity, clicking to make choices. Dragging, change stamp size. going back, free exploration.</p> <p>Mark making.</p> | <p>Taught about the login. once in children able to work independently</p> <p><u>Keyboard and Mouse Skills</u></p> <p>Log on with class username and password</p> <p>Use Dazzle to create a picture</p> <p><u>Mouse Control</u></p> <p>Double click to start activity, clicking to make choices. Dragging, change stamp size. going back, free exploration.</p> <p>Mark making.</p> | <p>Independently log on. Following instruction children to change the background to one of their choice and add a picture and shape stamp.</p> <p><u>Keyboard and Mouse Skills</u></p> <p>Log on with class username and password</p> <p>Use Dazzle to create a picture</p> <p><u>Mouse Control</u></p> <p>Double click to start activity, clicking to make choices. Dragging, change stamp size. going back, free exploration.</p> <p>Mark making.</p> | <p>Using Dazzle</p> <p>Children challenged to draw a picture of ‘The very Hungry caterpillar’. Print some out for their book (10)</p> <p><u>Keyboard and Mouse Skills</u></p> <p>Log on with class username and password</p> <p>Use Dazzle to create a picture</p> <p><u>Mouse Control</u></p> <p>Double click to start activity, clicking to make choices. Dragging, change stamp size. going back, free exploration.</p> <p>Mark making.</p> | <p>Using Dazzle</p> <p>Children challenged to draw a picture of a bear in its habitat. Print some out for their book (10)</p> <p><u>Keyboard and Mouse Skills</u></p> <p>Log on with class username and password</p> <p>Use Dazzle to create a picture</p> <p><u>Mouse Control</u></p> <p>Double click to start activity, clicking to make choices. Dragging, change stamp size. going back, free exploration.</p> <p>Mark making.</p> | <p>Using Dazzle</p> <p>Children challenged to draw a picture of their choice. Print some out for their books (10)</p> <p><u>Keyboard and Mouse Skills</u></p> <p>Log on with class username and password</p> <p>Use Dazzle to create a picture</p> <p><u>Mouse Control</u></p> <p>Double click to start activity, clicking to make choices. Dragging, change stamp size. going back, free exploration.</p> <p>Mark making.</p> |

| | | | | | | |
|--|---|---|--|---|---|--|
| | | | | | | |
| Opportunities for oracy and drama Physical (P) Linguistic (L) Cognitive (C) Social and Emotional (SE) | <p>L - Appropriate vocabulary choice. Mouse, icon, log on, log off, font, screen, keyboard</p> <p>C - Seeking information and clarification through questions.</p> <p>SE - Listening actively and responding appropriately</p> <p>C -Giving reasons to support views.</p> | | | | | |
| Key Questions | What do we use to move around the screen? How do we choose the element we wish to use? How can we change colour? How can we make the pen wider? | Why do we use passwords? Where can we find our password? What do you notice about the letters on the keyboard? How do we choose to use Dazzle? | Can you remember how to log on? Who could help you and how do we let them know we need help? How do you change the background? Has anyone managed to change the shape stamp? | What do you need to think about when drawing a caterpillar? Can you draw on top of the face colour? What is your caterpillar doing? Can you make it look like he is moving? | Do you think it is OK to draw a pink bear for this activity? Where does it live? Could we draw a polar bear in the forest? Why? Can you make his fur look like it has texture? | Have you thought about what you would like to draw? Where will you start? What do you do if something goes wrong? Who could you ask for help? |
| Learning Outcome | To investigate what Dazzle can do | To log into a program using a password | To alter different elements of a picture independently | To make a digital drawing of 'The very hungry caterpillar@ | To make a digital picture of a bear | To make a digital picture of something of my choice. |
| Design Technology | | | | | | |
| Learning objective | | | I can design and make a bookmark | I can sew a bookmark | | |
| Learning Opportunity | | | Design and make a bookmark using card and adding embellishments from a selection. <u>Textiles ongoing</u> - Create a tassel by platting or twisting and threading, threaded beads on the end of the tassel <u>Skills</u> Join textiles using running stitch Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <u>Learning objectives:</u> Design * purposeful, functional, appealing products for themselves and other users based on design criteria | Using knowledge from last bookmark this time sewing using a running stitch on Binca. Children will look at different versions of Binca bookmark and decide what they like and dislike about them before making their own. <u>Textiles ongoing</u> - Make a bookmark using Binca. Create a tassel by platting or twisting and threading, threaded beads on the end of the tassel <u>Skills</u> Join textiles using running stitch Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <u>Learning objectives:</u> | | |

| | | | | | | |
|--|--|--|--|---|--|--|
| | | | <p>*generate, develop, model and communicate their ideas through talking,</p> <p>drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>* select from and use a range of tools and equipment to perform shaping, joining and finishing]</p> <p>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>*explore and evaluate a range of existing products</p> <p>*evaluate their ideas and products against design criteria</p> | <p>Design</p> <p>* purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>*generate, develop, model and communicate their ideas through talking,</p> <p>Make</p> <p>* select from and use a range of tools and equipment to perform shaping, joining and finishing]</p> <p>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> | | |
| Opportunities for oracy and drama Physical (P) Linguistic (L) Cognitive (C) Social and Emotional (SE) | | | <p>L -Appropriate vocabulary choice. Scissors, glue, stick, sew, needle, shape, design, improve, thread, eye, stitch</p> <p>C - Seeking information and clarification through questions.</p> <p>SE -Listening actively and responding appropriately</p> <p>Giving reasons to support views.</p> | | | |
| Key Questions | | | <p>What shape will your bookmark be?</p> <p>What colour?</p> <p>What are you going to stick on it?</p> <p>Where and how are you going to stick your extra bits?</p> | <p>What colour thread will you use?</p> <p>How do you do running stitch?</p> <p>How do you start stitching?</p> <p>How do you finish so it does not fall out?</p> | | |
| Learning Outcome | | | I can make a bookmark using cutting and sticking of craft items | I can make a bookmark using sewing | | |
| Music – Singing assemblies are currently suspended. (Year 2 doing singing support in singing assembly) | | | | | | |
| Learning objective | <p>Charanga (In the Groove)</p> <p>Focus this term is on un-tuned percussion</p> | | | | | |

| | | | | | | |
|---|--|--|--|---|--|--|
| <p>Learning Opportunity</p> | <p><u>Un-tuned percussion</u></p> <p>To know there are different types of instruments, and name non-tuned percussion instruments. To use non-tuned percussion instruments to play simple rhythms. To demonstrate understanding of the key vocabulary. New vocabulary: tempo, strings, woodwind, brass, percussion.</p> <p><u>Skills- Listening and appraising</u></p> <p>Move your body in time to the pulse. Find and maintain the pulse of a piece of music. Talk about changes in timbre, dynamics, tempo and pitch in a piece of music Identify families of instruments; brass, woodwind, strings, percussion Describe how a piece of music makes you feel</p> <p><u>Performance</u></p> <p>I can play instruments using the correct technique and with respect. Focus on un-tuned percussion (Yr1) Listen to, copy and repeat simple rhythms and melodies. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch using the voice. Perform to an audience</p> | | | | | |
| <p>Opportunities for oracy and drama</p> <p>Physical (P)</p> <p>Linguistic (L)</p> <p>Cognitive (C)</p> <p>Social and Emotional (SE)</p> | <p>P – move body in time to the pulse and maintain eye contact when appropriate P – hold instruments using correct technique L – make appropriate vocabulary choices – including pitch, tempo, dynamics, timbre, strings, woodwind, brass and percussion SE – take turns, listen actively and respond appropriately, SE – discuss, respond and review musical sequences C – give reasons to support views, examine ideas and describe what has been heard; make choices of the content to convey meaning and building on the views of others; clarify information by questioning</p> | | | | | |
| <p>Key Questions</p> | <p>Listen and appraise (Blues) How Blue Can You Get by BB King</p> <p>Do you like the song? What can you hear? How many different instruments can you hear? Can you name them? What style of music is it? What is the tempo? Dynamics - Is it played loudly or softly?</p> <p>Is there a hook? How has the song be arranged? (Verse, chorus, middle eight etc)</p> | <p>Listen and appraise (Baroque) Let the Bright Seraphim by Handel</p> <p>Timbre - How does this piece of music make you feel?</p> <p>Is this a modern composition? How can you tell? What can you hear? How many different instruments can you hear? Can you name them? What style of music is it? What is the tempo? Dynamics - Is it played loudly or softly?</p> <p>Playing an instrument Listen to In The Groove (Baroque style)</p> | <p>Listen and appraise (Latin) Livin’ La Vida Loca by Ricky Martin</p> <p>How does it make you feel? How does it make you want to move? Can we move in time to the music?</p> <p>Is the tempo fast or slow? Does the tempo change or stay the same? Do the dynamics change?</p> <p>Playing percussion Listen to In The Groove</p> <p>How will you keep in time with the music?</p> <p>Do you prefer to accompany the faster melodies or the slower ones? Can you explain why?</p> | <p>Listen and appraise (Bhangra) Jai Ho by A R Rahman</p> <p>What style of music is this? Have you heard this style before? Do you like this style of music? Can you explain how it makes you feel?</p> <p>Can you clap in time with the music? Can you change your clapping pattern? Can we follow the pattern you have created?</p> <p>What sounds can you hear? Can you describe the pitch? High notes, low notes.</p> <p>Are there long notes or short notes?</p> <p>Playing an instrument</p> | <p>Listen and appraise (Folk) Lord of the Dance by Ronan Hardiman Have you heard this style of music before? What style is it?</p> <p>How is this music put together? What instruments can you hear? Does the melody repeat? Does the melody change?</p> <p>Does the music keep a steady pulse? Does it get quicker or slower?</p> <p>How does the music make you feel? Could it be telling a story without words?</p> <p>Do you any other folk tunes?</p> | <p>Listen and appraise (Funk) Diggin’ On James Brown by Tower of Song</p> <p>What instruments can you hear?</p> <p>How does the music affect your mood? Does the music affect your moves?</p> <p>Timbre – what mood do you think the band is trying to convey? Is it a cheeky, sad, lively, happy or lonely music?</p> <p>Do you like the song? How many different instruments can you hear?</p> <p>Can we group them ? Voice, brass, woodwind, percussion, strings?</p> |

| | | | | | | |
|---|---|--|--|--|--|--|
| | <p>Playing an instrument</p> <p>Listen to In The Groove (Blues style)</p> <p>How will you accompany this piece of music?</p> <p>How will you keep the pulse?</p> | <p>Are there similarities or differences between the pieces?</p> <p>How will you accompany this classical piece of music?</p> <p>Which percussion instruments are most suitable? Why?</p> <p>Can you maintain the pulse?</p> <p>Can you adapt the rhythm?</p> | | <p>Listen to In The Groove (Bhangra style)</p> <p>How will you play your instrument to maintain the style of the music you can hear?</p> <p>Can you create another rhythm to accompany the pulse?</p> | <p>(Are the instruments played the same as last week or different to the Bhangra? Can you explain what is the same and what has changed?)</p> <p>Playing an instrument?</p> <p>Listen to In The Groove (Folk)</p> <p>Which instruments are most effective fort folk music? Does it matter what you play? How can you play sympathetically?</p> | <p>Playing an instrument</p> <p>Freestyle!</p> <p>What will happen to the sound if we play without listening to or watching others?</p> <p>Should we play or altogether?</p> <p>Should we play in different sections? Can we combine our rhythms for a performance?</p> |
| Learning Outcome | <p>I can play simple rhythms using an untuned percussion instrument and I can play with others</p> <p>I can say which style of music I prefer and explain why I like it</p> <p>I know the names of different types of instruments and I I can use the key vocabulary</p> | | | | | |
| Physical Education outdoor | | | | | | |
| Learning objective | <p>I am able to hold a hockey stick correctly to hit a ball.</p> | <p>I know how to move the ball under control around a course</p> | <p>I can pass the ball and stop it using a hockey stick</p> | <p>I am able to adjust my speed while staying in control</p> | <p>I can change direction to avoid other children</p> | <p>I can shoot the ball in a set direction</p> |
| Learning Opportunity See Complete PE resources | <p>One hand probably dominant hand at the bottom of the stick and other at the top. Bend down to gain control.</p> <p><u>Skills</u></p> <p>How to hold a hockey stick.</p> <p>How to move a ball with the stick</p> <p>How to pass the ball under control</p> <p>How to stop the ball</p> <p>How to dribble to ball under control</p> | <p>Using skills_from last lesson dribble the ball around the cones in a straight line</p> <p><u>Skills</u></p> <p>How to hold a hockey stick.</p> <p>How to move a ball with the stick</p> <p>How to pass the ball under control</p> <p>How to stop the ball</p> <p>How to dribble to ball under control</p> | <p>Using control tap the ball to your partner. As the ball approaches stop it with your stick ready to pass it back</p> <p><u>Skills</u></p> <p>How to hold a hockey stick.</p> <p>How to move a ball with the stick</p> <p>How to pass the ball under control</p> <p>How to stop the ball</p> <p>How to dribble to ball under control</p> | <p>Moving between set areas can you change your speed while staying in control of your ball</p> <p><u>Skills</u></p> <p>How to hold a hockey stick.</p> <p>How to move a ball with the stick</p> <p>How to pass the ball under control</p> <p>How to stop the ball</p> <p>How to dribble to ball under control</p> | <p>Move around the entire playground with your ball looking up to check no one is in the way. change direction and speed as needed.</p> <p><u>Skills</u></p> <p>How to hold a hockey stick.</p> <p>How to move a ball with the stick</p> <p>How to pass the ball under control</p> <p>How to stop the ball</p> <p>How to dribble to ball under control</p> | <p>Travel with your ball and then stop and shoot into a set area.</p> <p><u>Skills</u></p> <p>How to hold a hockey stick.</p> <p>How to move a ball with the stick</p> <p>How to pass the ball under control</p> <p>How to stop the ball</p> <p>How to dribble to ball under control</p> |

| | | | | | | |
|--|---|--|--|--|--|---|
| | How to dribble to ball under control | | | | | |
| Opportunities for oracy and drama Physical (P) Linguistic (L) Cognitive (C) Social and Emotional (SE) | SE: The children will listen actively and respond appropriately to teacher and each other C: The children will seek information and clarification through questions L: Children will make appropriate vocabulary choices. E.g. hockey stick, control, pass, dribble. | SE: The children will listen actively and respond appropriately to teacher and each other C: The children will seek information and clarification through questions L: Children will make appropriate vocabulary choices. E.g. hockey stick, control, pass, dribble, course, weaving. | P: The children will project their voice to ensure they are heard by others. They will also ensure they keep eye-contact to communicate effectively with their partner. SE: The children will be guiding and managing interactions with their partner and taking turns effectively. C: The children will seek information and clarification through questions | L: Children will make appropriate vocabulary choices. E.g. hockey stick, control, pass, dribble, course, speed. P: The children will project their voice to ensure they are heard by others. They will also ensure they keep eye-contact to communicate effectively with the rest of the class. SE: The children will listen actively and respond appropriately to teacher and each other | P: The children will project their voice to ensure they are heard by others to ensure they are avoiding other children effectively. SE: The children will listen actively and respond appropriately to teacher and each other C: The children will seek information and clarification through questions | P: The children will project their voice to ensure they are heard by others. L: Children will make appropriate vocabulary choices. E.g. hockey stick, control, pass, dribble, course, speed, shoot, score. SE: The children will listen actively and respond appropriately to teacher and each other C: The children will seek information and clarification through questions |
| Key Questions | Why might we not hold it like a golf club? What does your bottom hand do? What does the top hand to? Can you tap the ball? Can you keep the ball in contact with your stick while moving? | How do we hold our stick? Can you move the ball under control to the end? Where are you heading? | How can we make the ball go in the direction we want? How can we stop the ball? Can you pass the ball under control to your partner? How do you move to get behind the ball? | Can you change your speed? What do you need to do if you want to change direction? Remember to look where you are wanting to go | Where do you need to look? Where should the ball be? Why should the ball be close to your stick? How might this skill help you in a game? | Where do you want the ball to go? How high can your stick go? Where does your body need to be? |
| Learning Outcome | Demonstrate correct handling of the hockey stick | Move from one area to another round a series of cones | Pass the ball between you and a partner. stopping the ball before passing it back | Change speed while in control | Dodge other players that in a game may wish to take the ball off you | Shoot at a goal accurately. |
| Physical Education indoor – Body parts 2 (recap and improve) | | | | | | |
| Learning objective | Rock and Roll | Time to travel | Make a series of shapes with a partner | Balance on the apparatus | Move around apparatus | Create a short sequence including a balance, travel and jump |
| Learning Opportunity | Support children’s ideas for creating rolls on big body parts using mats Skills Move in a controlled way | Support children’s ideas for creating movements on a variety of apparatus using big body parts Skills Move round the floor in a variety of ways | Using just mats where needed children to create shapes of numbers 1 to 9 in pairs using a range of balances and controlled movements. Skills Balance on the floor | Practise and improve balances while safely moving round the higher apparatus Skills Explore balances on apparatus | Move around the apparatus in a variety of ways showing positional words. Skills Move safely round apparatus in a variety of ways | Practise a sequence and take care to improve sections. Perform the sequence to others Comment positively about others sequences. Skills |

| | | | | | | |
|---|---|--|---|---|---|---|
| | | Move around the apparatus in a variety of ways | | | | <p>Try, practise and perform short sequences</p> <p>Jump with care on the floor</p> <p>Jump with care from apparatus</p> |
| <p>Opportunities for oracy and drama</p> <p>Physical (P)</p> <p>Linguistic (L)</p> <p>Cognitive (C)</p> <p>Social and Emotional (SE)</p> | <p>C: The children will seek information and clarification through asking the teacher and other children questions.</p> <p>SE: The children will listen actively and respond appropriately to questions and instructions.</p> <p>L: The children make appropriate vocabulary choices. E.g. Pin roll, teddy bear roll, rocker roll, position, stretch</p> | <p>SE: The children will listen actively and respond appropriately to questions and instructions from the teacher in order to keep safe.</p> <p>C: The children will seek information and clarification through asking the teacher and other children questions.</p> <p>L: The children will make appropriate vocabulary choices. E.g. travel, walking, crawling, side step, hopping, skipping, spinning, levels, direction</p> | <p>SE: The children will listen actively and respond appropriately to questions and instructions from both the teacher and their partner.</p> <p>C: The children will seek information and clarification through asking the teacher and other children questions.</p> <p>SE: The children will work with their partner effectively by managing turn-taking and managing their interactions with each other.</p> <p>P: The children will be aware of their voice projection to ensure their partner can hear them and communicate effectively.</p> | <p>SE: The children will listen actively and respond appropriately to questions and instructions from the teacher to keep safe on apparatus.</p> <p>C: The children will seek information and clarification through asking the teacher and other children questions.</p> <p>L: The children will make appropriate vocabulary choices. E.g. balance, stretch, pin, star, space, tuck,</p> | <p>SE: The children will listen actively and respond appropriately to questions and instructions from the teacher to move safely around the hall.</p> <p>C: The children will seek information and clarification through asking the teacher and other children questions.</p> <p>L: The children will make appropriate vocabulary choices. E.g beside, underneath, in front of, under, in the middle of, next to, on top of, above, inside, outside, behind,</p> | <p>SE - The children will listen actively and respond appropriately to understand what is required of them and also to keep safe in the hall</p> <p>C -They will seek information and clarification through questions during group discussions</p> <p>C – give reasons to support views when watching others and helping each other by giving clear statements of likes and dislikes,</p> |
| <p>Key Questions</p> | <p>What are your big body parts?</p> <p>How many different rolls can you do?</p> <p>Pin roll</p> <p>Teddy bear roll</p> <p>Rocker roll</p> | <p>What do we need to remember when on the apparatus?</p> <p>What could we do if there was a queue?</p> <p>How many ways can you find to travel on the apparatus?</p> <p>Which body parts can you travel using?</p> | <p>How could you work together to make the number 1?</p> <p>Can you think carefully of each shape and work together to make the digits?</p> <p>Can you make all the numbers with just 2 people?</p> | <p>Think back to the balances you did on the mats last term can you show me them?</p> <p>Now can you transfer these ideas to the apparatus?</p> <p>What do you need to think about?</p> <p>Is it easier on the apparatus?</p> | <p>Can you show me how to go under something?</p> <p>Can you go around?</p> <p>Can you balance on, under, beside, in front of etc</p> <p>Take photos for evidence of maths language</p> | <p>Can you move around without a sound?</p> <p>What sound can we hear?</p> <p>When you hold a balance how long do you need to balance for?</p> <p>Can you use different parts to balance on?</p> <p>Can you use a variety of movements?</p> |
| <p>Learning Outcome</p> | Perform a range of rolls using big body parts | Perform a range of movements using big body parts | Create a series of numbers with a partner | Perform a range of balances on various apparatus | Be able to demonstrate mathematical words using balances | Perform a short sequence to the rest of the children. |
| PSHCE | | | | | | |
| <p>Learning objective</p> | I can say what I am good at and what I am proud of | I can put a name to some feelings | | I can calm myself and control my emotions. | | I can identify how someone else is feeling. |
| <p>Learning Opportunity</p> | Take turns to look in the mirror/use small mirrors and think about the questions; Who am I? What am I like? What can I do? What can't I do? In pairs take turns to introduce themselves, saying their name, age and anything else about them. Class discussion about the things we thought about whilst looking in the mirror and talking to our TP. | Introduce a range of feelings by looking at pictures of people and deciding how they feel? What clues tell us they feel that way? Use a feelings wheel to select a feeling to discuss it. Children to discuss key questions with their partner and then using the talking ball individually share their ideas to the class. | | Recap last learning. Focus on feelings; angry, sad, disappointed and jealous. What do all these emotions have in common? Look through some picture scenarios and decide which picture represents which emotion. In groups the children need to act out what they should do next to calmly manage the emotion. Either show the class or teacher only and then discuss if they made a good choice and why. | | Recap our learning on emotions and ways that we help ourselves to manage them. Think about everyone in the classroom, discuss that everyone must manage their own emotions, but we can help each other. Discussion about how we can tell how someone else if feeling and what we may do to help them. In partners use drama to practise this. One partner to act out a feeling and the other needs to guess how they feel and offer them some advice. In Topic book children to write sentences about what to do when |

| | | | | | | |
|--|---|---|--|--|--|--|
| | | | | | | you feel a certain emotion e.g. if you feel sad go and find a friends to talk to. |
| Opportunities for oracy and drama Physical (P) Linguistic (L) Cognitive (C) Social and Emotional (SE) | P- clarity of pronunctuation and voice projection. P - Facial expression and eye contact. L – appropriate vocabulary choices C - Choice of content to convey meaning and intention. Build on the views of others. C -Maintain focus on the task SE –Turn taking. Listening actively and responding appropriately. Self assurance when speaking to the class. | P – Facial expression and eye contact. Voice projection L – Appropriate vocabulary. C - Choice of content to convey meaning and intention. Build on the views of others. C – Seeking information and clarifying views C – Giving reasons to support views SE -Listening actively and responding appropriately. SE – Turn taking | | P – Gesture and posture L – Appropriate vocabulary choice C – Choice of content to convey meaning and intention C - Build on the views of others. C -Maintain focus on the task SE - Listening actively and responding appropriately. SE – Turn taking | | L – Appropriate vocabulary L – Grammar and register C – Content to convey meaning C – Giving reasons to support views SE – Turn taking SE - Listening actively and responding appropriately. SE – Guiding or managing interactions |
| Key Questions | Who am I? What I am like? What can/can’t I do? Are we all the same? Is it good to be different? | Is it a positive or negative emotion? Have you felt that way before? What made you feel like that? How may you react? What is the best way to react? | | What do all these emotions have in common? How are they feeling in the scenario? When else may you feel that way? What should they do next? Was that the right way to manage that emotion? | | How do you think they feel? What makes you think that? How should they manage that emotion? Can you help them? |
| Learning Outcome | Children would have individually reflected, shared ideas with their partner and then the whole class. | Children will have identified emotions, when they feel them and ways to cope with them. Individual time for reflection, partner talk and class discussion. | | Children would have identified emotions, when they may feel them and how to cope with them through discussion. Time to use drama to consolidate appropriate ways to manage the emotions. | | Discussion about how others may feel and what to do to help them. Sentences to explain how to manage your emotions. |
| RE | | | | | | |
| Learning objective | | | | | | |
| Learning Opportunity | | | | | | |
| Opportunities for oracy and drama Physical (P) Linguistic (L) Cognitive (C) | | | | | | |

| | | | | | | |
|---------------------------|--|--|--|--|--|--|
| Social and Emotional (SE) | | | | | | |
| Key Questions | | | | | | |
| Learning Outcome | | | | | | |