

School Days

Hook: Discover the history of our school

Class Novel:

Christmasaurus by Tom Fletcher

Science – Materials

- To distinguish objects from materials, describe their properties, identify and group everyday materials
- To distinguish between an object and the material from which it is made
- To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- To describe the simple physical properties of a variety of everyday materials
- To compare and group together a variety of everyday materials on the basis of their simple physical properties
- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- To describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

PE – Ball skills - hands

- Bounce a ball
- Send a ball to a partner with accuracy
- Explore and develop different ways of sending a ball with our hands
- Explore different ways of stopping a ball with our hands (receiving a ball)
- Combine sending and receiving skills to keep possession of a ball

Gymnastics – Body parts

- Explore movements and balances using the 'big/small' parts of our bodies on the floor and on apparatus
- Combine movements and balances on the floor and on apparatus using big/small body parts and wide, curled and narrow shapes
- Explore adding movement combinations together to create mini sequences
- Adapt mini sequences to make them more creative

HISTORY – comparing schools now with those of the Victorian Era

- Learn about significant historical events, people and places in their own locality.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements. – Samuel Wilderspin
- Learn about changes within living memory.
- To use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).
- To describe an aspect of everyday life within or beyond living memory.
- To express an opinion about a historical source.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To identify similarities and differences between ways of life within or beyond living memory.
- To create stories, pictures, write independently and role play about historical events, people and periods.

Geography – Local Study

- Describe how a place or geographical feature has changed over time
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map.
- use and construct basic symbols in a key.
- Describe how a place or geographical feature has changed over time.

ART and DT – Artwork depicting streets and buildings

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Identify similarities and differences between two or more pieces of art.
- Describe and explore the work of a significant artist. James Rizzi
- Identify and use paints in the primary colours.
- Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing
- Say what they like about their own or others' work using simple artistic vocabulary.

Computing – Online Safety

- Use technology purposefully to create digital content
- Use technology purposefully to organise digital content
- Use technology purposefully to store digital content
- Use technology purposefully to manipulate digital content

- Use technology purposefully to retrieve digital content
- Use technology safely and respectfully
- Keep personal information private
- Know where to go for help and support when they have concerns about

Music – How does music tell us stories about the past?

- Find and try to keep a steady beat
- Repeat very simple rhythm patterns using long and short
- Repeat very simple melodic patterns using high and low
- learning about the language of music through playing the glockenspiel.
- explore and develop playing skills through the glockenspiel
- Listen to and evaluate songs
- Ask and answer questions about songs
- Sing together as a group
- Improvise music
- Play and perform an instrument part by ear
- Play and perform an instrument part using notation
- Perform songs and pieces of music

SCARF – Me and My Relationships

- Understand that classroom rules help everyone to learn and be safe
- Recognise how others might be feeling by reading body language/facial expressions
- Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
- Identify a range of feelings
- Identify how feelings might make us behave
- Suggest strategies for someone experiencing 'not so good' feelings to manage these.
- Recognise that people's bodies and feelings can be hurt.
- Suggest ways of dealing with different kinds of hurt.
- Identify simple qualities of friendship.
- Suggest simple strategies for making up.
- Demonstrate attentive listening skills.
- Suggest simple strategies for resolving conflict situations.
- Give and receive positive feedback, and experience how this makes them feel.

RE – Should we celebrate Harvest or Christmas?

- Recognise and recall stories connected with Harvest and Christmas
- Recognise the lessons in the stories and the religious significance
- Recognise that celebration is a human instinct
- Talk about the significance of the two celebrations
- Identify three artefacts associated with Christmas, Harvest or Sukkot
- Put the Christmas story in the correct order

Mrs Woodgate's book recommendation for this half term –

Wiffy Wilson. The wolf who wouldn't go to school by Caryl Hart

DEAR – Reading aloud

- Class reader: The Christmasaurus by Tom Fletcher
- Wiffy Wilson. The wolf who wouldn't go to school by Caryl Hart
- Caryl Hart
- The Jolly Christmas Postman by Allan Ahlberg
- Traditional Tales
- A poem a day

