

English

Journey tale and Non-fiction Postcards from different places

Key Texts: *Where the wild things are* (Maurice Sendak)

Children will become familiar with the structure of journey stories using the TFW approach. They will innovate the key text and then invent their own story using the toolkit. They will say sentences out loud before writing them and check they make sense using finger spaces and punctuation. There will be a big push on handwriting specifically tall and lazy letters. Reading will focus on prediction and sequencing skills.

Ch will use their topic knowledge to then focus on the structure of postcards and they will write a postcard from a different country.

History

Children will **learn about the lives of significant** individuals in the past that specifically relate to our topic. **Sir Francis Beau** will be a focus and the children will observe wind speeds and make an information booklet about him.

Art + Design

Use a range of materials creatively to make windmills. CH will then take these outside and see if they have been designed correctly.

Use drawing and painting to develop and share their ideas, experiences and imagination. CH will look and talk about paintings that portray the weather. They will paint impressions of the weather outside and look at the work of different artists.

Geography

Children will **identify seasonal and daily weather patterns** by practically watching weather reports and using thermometers to record temperatures. They will use key words associated with weather and be able to use these daily to describe different weather.

Ch will **locate hot and cold countries** on a world map by understanding the equator and poles.

Ch will **compare a European and Non-European country** by describing its position and the weather patterns in each country.

Year 1/ Summer 1/Miss Hayes

Splendid Skies

Wow starter: Watch a weather report then film our own weather reports outside.

Prior learning: CH have looked at journey stories in Autumn term and their stories are starting to have more defined structures with conjunctions and some good vocabulary. CH have in previous topics explored the outdoors and are aware of the seasons therefore they will use this knowledge specifically in Science and Geog to aid their new learning which links directly to the weather.

RE Rituals and Religion

Children will understand what a ritual is by looking at various rituals that belong to different religions- including Salat, Puja and the Holy Communion. They will learn which ritual belongs to which religion and compare the rituals.

Science

Children will **observe changes across the seasons** by discussing weather, events and clothing linked to each season.

They will **observe closely using simple equipment, gather and record data and pose scientific questions**, this will be linked to the children **performing simple tests** that will help them gain a deeper understanding of the weather. They will look at absorbent materials and will create scenes for a rain cloud.

Children will **observe and describe weather associated with seasons and day length variation**. Children throughout the term will have opportunities to record the weather data and we will compare this to some previous data from November. They will discuss changing difference related to day length.



Music + other

CH will listen to different clips on BBC School Radio. They will listen carefully and describe what they hear linking this to the seasons. They will make Rain instruments then invent their own music, keeping the beat and understanding the different pace instruments can be played at. They will join in with weather rhymes including 'Wind Wind'. Daily Weather Chart set up in provision.

Maths

- *Counting to 40
- *Place value to 40
- *Comparing ordering and patterns to 40
- *Addition to 40
- *Column addition method to 40 with regrouping
- *Subtraction within 40
- *Subtraction with regrouping
- * Multiplication- Equal Groups