

Spring first half term sequence of learning – Key Stage 1, Year 1



KEY THEME: *Dinosaurs*

Science: Seasons (Autumn/Winter)

PRIOR KNOWLEDGE

Children can name the four seasons and have observed changes within Autumn and Winter.

INTENT

To observe changes across the seasons Autumn and Winter. To describe weather associated with the seasons and how day length varies.

VOCABULARY

Seasons, Autumn, Winter, December, January, February, shorter, weather, darker, frost, evergreen trees, month

SEQUENCE OF LEARNING

1. To observe changes across the 4 seasons in the context of the weather
2. To observe and describe how day length varies
3. To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change from autumn to winter
4. To observe and describe weather associated with the seasons by observing and recording the weather in winter
5. To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter

OUTCOME/COMPOSITE

Children will be able to explain the characteristics of the Autumn and Winter.

Religious Education (RE): Who is a Muslim and how do they live?

PRIOR KNOWLEDGE

Children have explored religions and religious festivals including Christianity, Hinduism and Chinese New Year.

INTENT

To understand who a Muslim is and how do they live.

VOCABULARY

Islam, Muslim, Qur'an, mosque, shahada

SEQUENCE OF LEARNING

1. Who is Muslim and how do they live?
2. To recognise the words of the Shahada and that is is very important to Muslims.
3. What is the Qur'an and why is it special to Muslims?
4. What is a mosque?

OUTCOME/COMPOSITE

To have a basic understanding of the Islamic religion.

Design and Technology (DT): Textiles

PRIOR KNOWLEDGE

The children have made finger puppets to retell the story of Supertato, build our own trap to catch Evil Pea using a variety of tools and materials.

INTENT

To use a template to create a design. To cut fabric neatly with scissors. To reflect on a finished product, explaining likes and dislikes.

VOCABULARY

Decorate, design, fabric, glue, model, safety pin, staple, stencil, template

SEQUENCE OF LEARNING

1. To join fabrics together using different methods.
2. To use a template to create my design.
3. To join two fabrics together accurately.
4. To embellish my design using joining methods.

OUTCOME/COMPOSITE

Children will make and embellish a fabric hand puppet to share with parents and the dinosaur museum.

Music: Pulse and Tempo

PRIOR KNOWLEDGE

Children can represent their emotions through music.

INTENT

To perform a pattern that gradually gets faster (accelerando).

VOCABULARY

Accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo.

SEQUENCE OF LEARNING

1. To understand the concept of pitch.
2. To create a pattern using two pitches.
3. To understand the concept of tempo.
4. To create a superhero theme tune.
5. To perform confidently as part of a group.

OUTCOME/COMPOSITE

To contribute to a group composition performance by creating, selecting, combining and performing sounds.

History: Mary Anning

PRIOR KNOWLEDGE

Children can explain how Florence Nightingale, Mary Seacole and Edith Cavell impacted upon the development of nursing. Children can explain what life was like in the past and how it compares to life today.

INTENT

To learn about the lives of a significant individual from the past who has contributed to national and international achievements – Mary Anning.

VOCABULARY

Palaeontologist, fossil, extinct, rocks, Mary Anning, Lyme Regis.

SEQUENCE OF LEARNING

1. Why do we remember Mary Anning?
2. What were the ups and downs of Mary Anning's life?
3. What was Mary like and what made her so special?
4. What did others think of Mary?
5. How do we know that Mary really did do all these clever things?
6. What could we do to make Mary Anning more famous?

OUTCOME/COMPOSITE

To demonstrate what they have learned about Mary Anning, fossils, and dinosaurs at a dinosaur museum for parents.
To participate in a dinosaur dig at the beach.

PSHE: Dreams and Goals

PRIOR KNOWLEDGE

Children have discussed what jobs they might like when they are older and have been taught to associate what they learn now with being able to have a job they want.

INTENT

In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

VOCABULARY

Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.

SEQUENCE OF LEARNING

1. I can tell you about a thing I do well.
2. I can tell you how I learn best.
3. I can celebrate achievement with my partner.
4. I can identify how I feel when I am faced with a new challenge.
5. I know how I feel when I see obstacles and how I feel when I overcome them.
6. I know how to store the feelings of success in my internal treasure chest.

OUTCOME/COMPOSITE

Children can set simple goals for themselves and explain how they will achieve them. Children understand that mistakes/obstacles may arise and how they can learn from these.

Physical Education (PE): Look- Run - Avoid

PRIOR KNOWLEDGE

Pupils will be able to balance and travel in a variety of ways. Pupils will know how to be safe and move safely in a set area. Pupils will be able to take turns.

INTENT

To apply their fundamental skills (agility, balance and coordination) in small-sided team games whilst working together as a team. Pupils will start to gain an understanding of the basic principles of 'attack' and 'defence'.

VOCABULARY

Safety, Movement, Team work, Agility, Balance, Coordination, Attack, Defence, Rules, Referee, Win, Lose, Draw, Respect, Communicate

SEQUENCE OF LEARNING

1. To move safely and in a coordinated manner in a variety of different ways.
2. To know what the concept of 'rules' are and be able to play a small-sided team game in line with the rules. To have a developing understanding of 'attack and defence'
3. To be able to track a ball in a game situation and to be able to recognise feelings associated with winning and losing.
4. To be able to work together as a team in small-sided games. Pupils will be able to do three-cheers and shake hands with the opposing team at the end of a game.
5. To be able to play capture the flag by working together as a team and playing by the rules.
6. To apply all the skills learnt and developed in this topic by participating in a tournament.

OUTCOME/COMPOSITE

Pupils will be able to play small-sided team games in line with the rules. Pupils will be able to work together as a team and have a developing understanding of what makes a team effective.

Computing: Creating media – Digital Writing

PRIOR KNOWLEDGE

In EYFS children have experienced using I pads and used various programs on the interactive white board.

INTENT

Children will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Children will also consider how to change the look of their text and will be able to justify their reasoning in making these changes.

VOCABULARY

Keyboard, mouse, text, toolbar, font, size

SEQUENCE OF LEARNING

1. Internet safety
2. Exploring the keyboard
3. Adding and removing text
4. Exploring the toolbar
5. Making changes to text
6. Explaining my choices
7. Pencil or keyboard?

OUTCOME/COMPOSITE

Children will use the keyboard to type up a piece of their own writing and make choices on how to present it (size, font, colour)

Art: 3D Papier Mache and Clay

PRIOR KNOWLEDGE

The children have used a range of artistic effects to express themselves in large scale art projects, Christmas crafts

INTENT

To use a range of materials creatively to design and make products. To explore modelling materials such as papier mache and clay. To use found objects to be used as tools to press into clay to create texture.

VOCABULARY

Colour, pattern, texture, design, paper mache, clay,

SEQUENCE OF LEARNING

1. To create a 'Timeline of Art'
2. To learn about two renaissance Artists called DaVinci and Michelangelo.
3. To mimic the style of Michelangelo's method of painting on the Sistine Chapel ceiling.
4. To explore the different styles of Leonardo DaVinci.
5. To recreate Renaissance classics in photos. (Use for Easter Cards)
6. To create a poster summarising what we know about the Renaissance artists.

OUTCOME/COMPOSITE

Create a collection of images and posters to display that explain the Renaissance. Create printed Easter cards from the photographic recreation of The Last Supper or similar Easter themed renaissance classics.

CELEBRATIONS AND TRIPS



Dinosaur dig on Porth Beach



Dinosaur museum for parents

KEY TEXT

