

## English

- Narrative – Hansel and Gretel – Change the villain character in the story for another from a similar story
- Using a digital stimulus – Use imagination to describe being taken into a forest. What is it like? How did you feel? What did you see? Linking to senses.
- Write a recipe to teach someone how to make a house of sweets
- Tell stories and describe incidents from their own experience in an audible voice
- Retell stories, ordering events using story language describing animals seen in the park
- Explore and discuss the character Percy Park Keeper Discuss why the story is a good story; plot, characters, pictures, funny etc.
- To read a biography. To make simple evaluations of books read. To learn about an author.
- Use story stones of key characters to create a story map of their own Percy Park adventure
- Fact File of favourite animal found in the park – Squirrel, owl, fox, rabbit etc.
- Role play the characters using masks to develop speaking and listening skills
- Read 'The Secret Path'. Discuss Percy's job; what tasks does he have to do in the day? Write a list on the board. How does Percy know what to do? How does Percy's work help the animals and the people who use the park? Look at the verbs used to describe how the animals and Percy move.

## Year 1 Curriculum Links Spring 1

# Into the forest



### Enrichment:

Teddy Bear's picnic

### Immersion:

Access Forest School – Hansel and Gretel finding sweets linking to the book

## Mathematics

- Money – Sweet shop role play
- Application – Range of maths problems delivered through a treasure hunt in and around school.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least using sweets from Hansel and Gretel's house
- Fractions - Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity find and name a quarter as 1 of 4 equal parts of an object, shape or quantity– linked to the animal feed for Percy Park Keeper
- Measure and practically weigh produce for Percy – Bird feed, rabbit feed and chicken feed etc.
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] linked to Percy's daily routine timetable
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns use Beebots to navigate Percy through the park or Hansel and Gretel

## Geography

### Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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.

## Art & Design

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## PE

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

## SMSC

- Spiritual - Foster their emotional life and express their feelings, Experience moments of stillness and reflection and discuss their beliefs, feelings, values and response to personal experiences
- Moral - Listen and respond appropriately to the views of others and gain the confidence to cope with setbacks and learn from mistakes.
- Social - Develop their compassion for others in society
- Cultural - Recognise world faiths and beliefs and the impact they have on our culture.

## RE

- **Theme:** Jesus as a friend
- **Key Question:** Was it always easy for Jesus to show friendship?
- **Religion:** Christianity

## Science

### Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

### Animals including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Everyday Materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Seasonal Changes

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

## Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

## DT

### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

### Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

### Cooking & Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

## History

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

## Computing

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.