

# Thurgoland CE Primary School

Learning Together in Faith and Joy

## PHSE

### Health and wellbeing

Children will look at their own strengths before learning about goals and setting targets. We will learn about privacy, secrets and when to ask for help. This half term also covers how to manage with change in their lives and loss.

### Relationships

This unit will look at relationships with friends and peers including valuing other people's opinions, cooperation and resolving arguments.

### Living in the wider world

This half term will look at taking care of our environment as well as the responsibilities of people within the community including special people and people who help in emergencies.

## Science

### Animals

#### What's the difference between a lion and a crocodile?

Children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will become familiar with common names of some fish, amphibians, reptiles, birds, mammals including pets. We will describe and compare the structure of a variety of common animals, fish, amphibians, birds and mammals.

Through videos, photographs and first hand children will make observations to compare and contrast different animals.

They will explore and use the local environment to ask and answer questions about animals in their habitats as well as learning how to take care of them in the local area and return them safely.

Children will work scientifically to learn how to classify and identify animals in order to sort them as well as conducting investigations into conditions around school for the location of our bug hotels.

Year 1  
Spring  
Animal Magic

## Food Technology

### Bread – Hedgehog bread

Develop understanding of where flour comes from. Understand which food group bread belongs to and its place as part of a healthy diet. Develop cooking techniques and food preparation skills – sieving, mixing, kneading, shaping, baking, working safely and hygienically.

## History

### What toys did Grandma play with?

#### Chronological understanding

Children will discuss the historical vocabulary of past and present and will sort artefacts into a chronological order distinguishing between old and new.

#### Knowledge and understanding of events

Pupils will describe how toys change as children grow older, explain how they know that a toy is old and make suggestions about who would have played with the toy using appropriate vocabulary.

#### Historical interpretation and enquiry

Children will investigate old toys, asking questions and suggesting answers to what they might have been used for. They will look at videos, photographs, pictures and artefacts to find out about toys that their grandparents and parents may have played with and will make comparisons with toys today. Draw and write about toys from different times.

## Geography

### Why don't penguins need to fly?

**Making links with this terms science topic, this enquiry introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later stage.**

#### Locational knowledge

Name and locate the world's seven continents and five oceans.

#### Human and physical geography

Identify daily and seasonal 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 and human features.

#### 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Use simple observational skills to study key human and physical features of environments.

## Art Colour Chaos

Children will look at the work of Piet Mondrian, Mark Rothko, Paul Klee, Jason Pollock and Robert Delaunay. The children will have the opportunity to explore the life and work of these abstract artists. Children will also have the opportunity to draw from direct observation of the natural world using pencil, charcoal and pastel. Children will mix primary and secondary colours to an appropriate colour and consistency and use brushes with care to create an abstract piece based on the art work studied. The children will study fabric through a magnifying glass and produce a piece of weaving from paper/ fabric. They will create a collage inspired by these artists using a range of materials including fabric. Work with clay, rolling, squeezing and using simple tools to make marks, creating a thumb pot.

## Music

### In the Groove Round and round Charanga Music scheme

Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned 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.

## Computing

### We are Collectors

Find and use pictures on the internet  
Know what to do if they encounter pictures that cause concern  
Group images on the basis of a yes/no question  
Organize images into more than 2 groups according to clear rules  
Order images according to some criteria  
Ask and answer yes/no questions about their images

**E-safety – use the internet safely to search for images, be aware of copyright**

### We are Designers – creating a digital card

Basic keyboard skills, typing and formatting text  
Develop basic mouse skills use the web to find and select images  
Develop skills in storing and retrieving files, combining text and images  
Discuss work and think about how it can improve

**E-safety – understand to only use photos of themselves if they have permission, searching for images safely on the internet, switching off the screen if content causes concern**

## DT

### Bug Hotels - Where do bugs love to live?

#### Design

Generate, develop, model and communicate their ideas through talking, drawing and construction kits.

#### Make

Select from and use a wide range of materials and components, including construction materials according to their characteristics. Measure, mark, cut and assemble materials. Build structures, exploring how they can be made stronger, stiffer and more stable. Create a bug hotel in the school grounds incorporating key features.

#### Evaluate

Evaluate their finished product against design criteria created from an evaluation of existing products.

## RE

### What is the good news Jesus brings? Why does Easter matter to Christians?

Children will learn about the Easter story and why it is significant to Christians. They will discuss the importance and the teaching of the story.

## P.E.

### Schemes: Real PE & iMoves Balance, Agility and Coordination

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.

#### iMoves Dance Scheme

**Animals:** to enjoy creating and performing short dance sequences using travel, turn, jump, gesture levels.

**Toys:** To be able to perform simple moves and build them up to a dance.

#### Real PE

Static balance, small base/dynamic balance. Counter balance in pairs/coordination ball skills.