








Tritlington First School – Year One Planning - Spring Term 1

Theme: Journeys Year 1



| Key texts | Key Inspiration | Key sources |
|---|--|---|
|     |     |   |

| English | | History | |
|-----------------------------|---|-----------------------------|---|
| Simple Instructions | | Great Explorers | |
| Big Questions | <u>Reading</u> Can you re-read stories to build up fluency? Can you explain and discuss what you have read? Can you make simple inferences about what you have read? Can you read words with contractions I'm, I'll and we'll <u>Writing</u> Can you sequence and write instructions clearly? Can you use clear descriptions and time conjunctions? Can you use imperative verbs and adverbs to begin each step? Can you write in the present tense? | Big Questions | Can you describe what makes a person important in history? Can you find out about some of the great explorers in history? Can you compare the experiences of two famous explorers? Can you find out about Captain Scott's journey to the Antarctic? |
| Context for learning | <u>Reading</u> Participate in Talk for Writing sessions – writing instructions. Read, discuss and respond to class texts, answering questions using the text as evidence. <u>Writing</u> Plan and write clear instructions – How to wash your hands, How to plant a bean? Non-fiction writing about chicks and lambs. | Context for learning | Sorting significant people into different groups. Listening to stories of explorers adventures. Drama and role play activities. Creating posters to show what you have learned. Watching video clips. Write a diary entry imagining you are Captain Scott. |
| Key Vocabulary | How to, you will need, equipment, first then, next, after, before, lastly, finally, sequence, describe, imperative verbs, adverbs, present tense. | Key Vocabulary | Christopher Columbus, America, Cuba, The Bahamas, Native Americans, ship, sailor, voyage, deck, the Indies, The New World, Neil Armstrong, space, astronaut, mission, NASA, similar, different, compare, moon, rocket, Robert Falcon Scott, Antarctic, South Pole, Arctic, North Pole, diary, sledge, frostbite, polar, brave/bravest, important, legacy, memorial. |



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| Maths | | Science | | Computing | |
|--|--|---|---|-----------------------------|--|
| <u>Length & Height / Weight & Volume</u> | | <u>Exploratory unit about Electricity</u> | | <u>Digital painting</u> | |
| Big Questions | <p>Measurement- Length & Height Can you measure accurately to the nearest cm using a ruler or tape measure? Can you choose the most appropriate equipment to measure objects?</p> <p>Measurement- Weight & Volume Can you use vocabulary such as heavy, light, heavier than, lighter than before using the scales to check? Are larger objects always heavier than smaller objects? Can we order the objects from heaviest to largest?</p> | Big Questions | <p>Can you name some everyday objects which require electricity to make them work? Do you understand that electricity is dangerous? Can you explain how to stay safe around electricity? Can you explain which appliances are less dangerous than others?</p> | Big Questions | <p>Can you make marks on a screen and explain which tools you used? Can you draw lines on a screen and explain which tools you used? Can you use the paint tools to draw a picture? Can you make marks with the square and line tools? Can you use the shape and line tools effectively? Can you create a picture in the style of an artist?</p> |
| Context for learning | Practical activities choosing and using appropriate standard units – metres or centimetres – to estimate and measure length and height to the nearest unit. | Context for learning | <p>Explore and sort a selection of objects into categories investigating whether they use electricity or not. Watch videos regarding safety with electricity. Make posters to show how to stay safe around electricity.</p> | Context for learning | Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. Children will consider their preferences when painting with and without the use of digital devices. |
| Key Vocabulary | Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] | Key Vocabulary | Electricity, appliance, safety, dangerous, | Key Vocabulary | Paint program, tool, paintbrush, erase, fill, undo, Piet Mondrian, primary colours, shape tools, line tool, fill tool, Henri Matisse, Wassily Kandinsky, tools, feelings, colour, brush style |



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| Religious Education | | PSHE | | School Values | |
|--|--|-----------------------------|--|-----------------------------|--|
| <u>Why does Easter matter to Christians?</u> | | <u>Good To Be Me</u> | | <u>Courage</u> | |
| Big Questions | Can you tell the stories from the Bible of Holy Week and Easter? Do you know that Jesus gives instructions to Christians about how to behave? | Big Questions | Do you understand that there are similarities and differences between everyone? Do you know how to feel good about yourself in difficult situations? Can you recognise different feelings in yourself and others, such as surprise and disappointment? | Big Questions | Can you explain what courage is? Do you know that courage is being able to face our fears or new challenges? How can we find the inner strength to show courage? How can you show courage in your daily life? |
| Context for learning | Use your senses to explore Springtime and the idea of new life. Listen to and explore the events of the Easter story. | Context for learning | Circle time activities to identify what makes you, you. Exploring stories. Identifying different feelings through drama and role play scenarios. | Context for learning | School worship. Drama and role play activities. <u>Community links</u> – Parents can encourage children to make the right choices in their community. |
| Key Vocabulary | Easter, Jesus, Holy Week, gospel, Mary Magdalene, disciples, Jerusalem, crucifixion | Key Vocabulary | Similarities, differences, individuality, identity, surprised, worried, hopeful, excited, choices, assertive | Key Vocabulary | Courage, strength, challenges, choices |

| Music | | Art | |
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| <u>Compose</u> | | <u>Colour Chaos</u> | |
| Big Questions | Can you use your understanding pitch, temp and volume to participate in group compositions using musical instruments? Can you appraise music, giving thought to their tempo, pitch, volume and timbre? | Big Questions | Can you make a collage in primary colours? Can you create a colour field painting using colours? Can you create a painting using tints that you have mixed? Can you create a drip painting using shades you have mixed? Can you create a painting using warm and cool colours? Can you create a circles painting using colours you have mixed yourself? |
| Context for learning | Children compose their own music to match a character/scene. | Context for learning | The children will look at the artists – Piet Mondrian, Mark Rothko, Paul Klee, Jackson Pollock, Wassily Kandinsky as a starting point for their work. |
| Key Vocabulary | Tempo, Timbre, Volume, Pitch, Composition, Performance, Steady, Beat | Key Vocabulary | Primary colours, Piet Mondrian, abstract Art, Secondary colours, Mark Rothko, Neutral colours, tints, Paul Klee, shades, Jackson Pollock, Warm colours, cool colours, Robert Delaunay, Wassily Kandinsky. |