

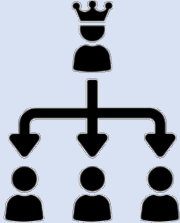


Where do we live? - Term 3 Kings & Queens – Term 4 Spring Term YEAR 1		English		Mathematics			
  		<p>In English we will be learning about both Fiction and Non-Fiction texts. In our Fiction unit we will be focusing on narrative writing. We will explore the book 'A Walk in London' which will inspire us writing our own version of 'A Walk in Woodstock'. We will write following our Geography walk.</p> <p>In our Non-Fiction unit we will be studying instructional writing which links to our DT scone making.</p> <p>The following term, we will focus on a range of texts 'The Boy who Wanted to be King', 'The Queen's Knickers' and 'The Kings Pants'. In Non-Fiction we will learn about the life of our current King and write a biography about his life.</p>		<p>Children will develop their fluency, reasoning and problem-solving skills within the core mathematical areas covered over the term. They will also work towards increasing speed and accuracy with the rapid recall of KIRFS.</p> <p>The key areas of learning over the term will include:</p> <ul style="list-style-type: none"> • Shape • Place Value • Addition and Subtraction • Length and Height • Mass and Volume 			
Science		Geography: Where do we live?		History: Kings & Queens		RE	
<p>As Scientists we will study:</p> <p>Animals, including humans: All about me' is the first part of two units. This unit takes the children through a series of lessons where they learn how to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Plants: Children will learn how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They also learn how to identify and describe the basic structure of a variety of common flowering plants, including trees.</p>		<p>As Geographers we will use geographical enquiry questions to gain an understanding of the place in which we live. We will use aerial photographs and simple maps to recognise landmarks and basic human and physical features of our locality. Through fieldwork the children make observational drawings in the local area and use these to make simple plans. The children then consider the town in which they live and how it is connected to other places learning the differences between towns and villages; including finding out which children in our school live in a village or town.</p>		<p>As historians we will develop an awareness for how some things change and some things stay nearly the same through exploring the British monarchy. We will use our knowledge of two-digit numbers to begin to chronologically order dates for a succession of Kings and Queens from past to present. The children will go on to study key individuals, including King Charles III, Queen Elizabeth, and a significant monarch from beyond living memory to gain an understanding of the royal family tree and the similarities and difference between past and present rulers. We will observe and handle objects to answer simple questions about the roles of monarchs.</p>		<p>In RE children will explore two big questions over the term:</p> <ul style="list-style-type: none"> • What questions do stories in the Bible make us want to ask? • What do most Jewish people believe about God? 	
Art		D&T		PSHE & RSE		PE	
<p>As Artists we will be studying portraits and proportion inspired by artwork created around the theme of 'Monarchy' and how Kings and Queens have been portrayed through history. The skills and techniques we will develop and refine are our drawing and painting.</p> <p>Artist Study: Jonathan Yeo (The King) & famous Portraits of Kings & Queens through time</p>		<p>As designers the children will examine a range of ingredients from Britain, and follow a recipe, thinking about the appearance, texture, smell, and taste. They will evaluate a range of food products to help inform their design ideas.</p> <p>They will use focused practical tasks to practise using simple utensils before making 'scones' as our final product.</p>		<p>My Family: Children will understand that families can look different and what it means to be part of a family. Children will explore the characteristics of a healthy family life.</p> <p>Dreams & Goals: Children will reflect on aspects of their life that are going well and why we think this. How working with others can help us. Identifying strengths and areas we can improve.</p>		<p>The key areas of PE we will be focussing on this term is the introduction and development of the basic skills of:</p> <ul style="list-style-type: none"> • Racket Sports: Tennis • Hockey • Gymnastics: using apparatus to create sequences • Tag Rugby 	
Computing		Music		French		Curriculum Enrichment	
<p>In Computing we will be using the Teach Computing scheme to cover the following units:</p> <p>Creating Media: Digital Painting</p> <p>Data & Information: Grouping Data</p>		<p>As musicians, we will further develop our singing and understanding of musical instruments linked to our 'Sing Up' scheme. Our themes include: 'Dawn from Sea interludes' and 'The King is in the Castle.'</p>		<p>In French, we will be learning to:</p> <ul style="list-style-type: none"> • Count to 20 • Colours • Days of the Week 		<ul style="list-style-type: none"> • Curriculum Launch Day in the local area • History workshop led by the Oxfordshire Museum/Blenheim Palace – Kings & Queens • Fieldwork within and around Woodstock 	