

<p><b>English, ICT</b>  <b>Big Book</b> - Traditional tales  <u>Phonics and Handwriting</u> Continue to follow the "Letters and Sounds" plan.  <u>Sp &amp; L</u>: Ordering events using story language; experiment with and build new vocabulary; retell familiar stories. Participate in role play.  <u>Reading</u>: Develop expression, pace and tone, discuss text. Features of non-fiction and fiction books  <u>Writing</u>: Extending and joining sentences.  <u>Descriptions</u>: Story writing - sequencing, describing characters and settings. Poetry linked to senses.  <u>ICT</u>: 2create a story writing and drawing package. Using Beebot</p>	<p><b>Mathematics</b></p> <p>Continue to develop understanding of number, calculation and problem solving.  Direction and position  Doubling and halving  Symmetry  Weight (non-standard units)  Counting in 2s, 5s and 10s  Data handling - discussing and recording  Money -simple problems</p>	<p><b>Science, Design &amp; Technology</b></p> <p>Senses</p> <p>Forces - pushes and pulls</p> <p>Cooking</p> <p>Mechanisms - moving pictures</p>
<p><b>Date: Spring 1 2014</b>  <b>Year 1</b>  <b>Classes: Green &amp; Purple</b></p>	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <h2 style="margin: 0;">Once Upon a Time</h2> </div>	<p><b>Key Skills:</b> Communicating effectively, using specific vocabulary; Learning effectively with a partner</p>
<p><b>Art &amp; Design</b>  Sewing  Clay  Manipulating paper  <b>Music:</b>  Accompanying songs and stories - dynamics, tempo and pitch</p>	<p><b>Humanities</b></p> <p>Time-lines - about the children themselves - how they have changed  Famous people from the past-Louis  Braille RE - Belonging  Weather Watch - Logging the weather on every day; recording and interpreting the data</p>	<p><b>Physical Education, PHSE</b></p> <p><b>Gym:</b> combine and link actions, directional language  <b>Dance:</b> linking feeling to movement  <b>Games:</b> working with a partner  <b>PSHE:</b> 'New Beginnings' - making someone feel welcome, doing something brave</p>

**This topic involves a range of cross-curricular work focusing on:**

- The different senses
- Belonging, to a religion, family, school, community group
- Forces
- Traditional tales

**To help your child at home you could:**

- Read different versions of traditional tales - talk about the characters and setting with your child
- Think about things at home that use forces. Is it a push or a pull?
- Discuss how our senses help us learn about the world around us
- Play counting, addition and subtraction games
- Direct your child to a certain place in the house or garden, using just verbal instructions and specific directional language
- Count on money in 2ps, 5ps and 10ps
- Talk about your family's recent and more distant past - for example, how was life different for grandparents and great-grandparents
- Listen to different types of music - help your child hear when the music gets louder or quieter (dynamics), faster or slower (tempo) and higher or lower (pitch)

