

+ Year 1 Topic Web – Term 4

English

Our core text this term is 'The Curious Case of the Missing Mammoth' by Ellie Hattie & Karl James Mountford; our writing outcome will be a story.

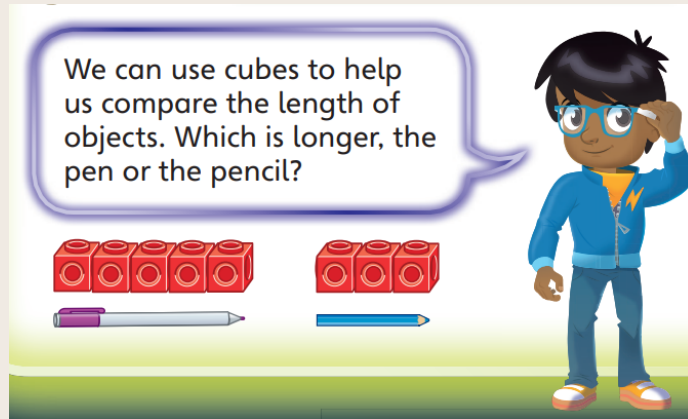


SPaG (Spelling, Punctuation and Grammar)

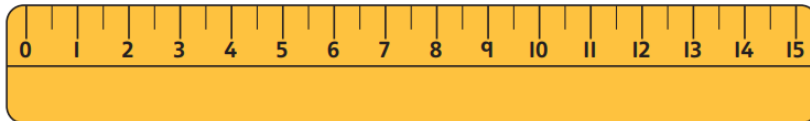
- punctuate sentences using a capital letter and a full stop.
- use some question marks and exclamation marks.
- join words and clauses .
- use of the prefix un–
- add suffixes to the root of the word (–ed, –ing, –er, –est)

Maths

We will be focusing on:
Length and height, learning how to
use scales and calculate the
difference between two or more
+ lengths.



Ruler



Vocabulary and Methods

- long, longer, longest
- short, shorter, shortest
- tall, taller, tallest
- length, height
- compare, comparison
- measure
- distance
- unit, non-standard units
- ruler
- centimetre (cm)
- total
- difference

Maths

We will be focusing on:

Weight and volume, learning to estimate, compare and order weights and capacities of a variety of familiar objects, using convenient non-standard units.

Vocabulary and Methods

- weight, weigh
- capacity, volume, contains, container
- heavier, heaviest, lighter, lightest
- more, most, fewer, less, least
- $>$, $<$, $=$
- addition, subtraction
- balance scales, balanced
- compare, measure, estimate
- empty, full, amount, half

We can use glasses to measure capacity. Which jug had the most squash in it?



Maths

We will be focusing on: +
Multiplication, learning to count +
reliably in 2s, 5s and 10s, sort
objects into equal groups and
recognise + and use ten frames
and number lines.

KEY LANGUAGE

There is some key language that children will need to know as part of the learning in this unit:

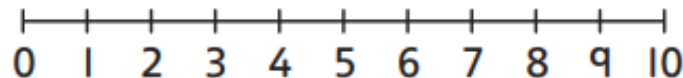
- equal groups
- array
- row, column
- double, twice
- add, addition, adding, altogether, total

STRUCTURES AND REPRESENTATIONS

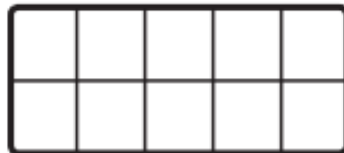
Array: Arrays are a visual representation of multiplication and division. They are an excellent tool for showing what X groups of Y is equivalent to. They also clearly show the commutativity of multiplication (i.e. how ' X groups of Y ' has the same total as ' Y groups of X ').



Number line: Number lines help children to represent their skip counting. They will help children count on and back from a given starting point and help them identify patterns and groups within the count.



Ten frame: This model will help children visualise 10. In this unit it is used to demonstrate and cement children's understanding of doubles.



Maths

We will be focusing on:
Division, learning to group
objects into sets, compare two
numbers and recognise where
numbers are equal and unequal.

Counters can help us show
groups. Can you use counters
to find how many groups of
2 flowers there are?



KEY LANGUAGE

There is some key language that children will need to know
as part of the learning in this unit:

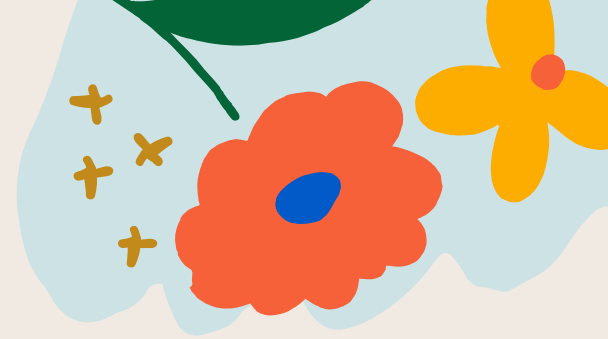
- equal groups, same, different
- share, sharing equally
- fairly
- total, altogether, each
- division



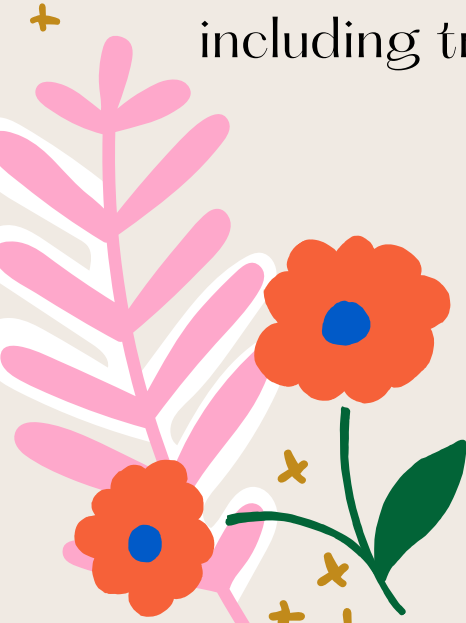
Science (Plants)

We will be continuing to learn how to:

- 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.



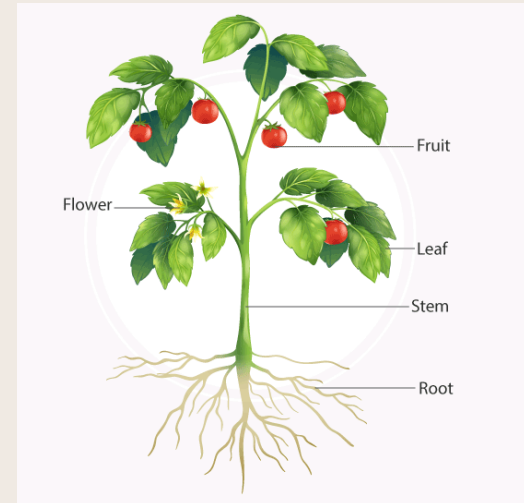
Vocabulary



Can you spot
any of these
wild flowers?



Use this app
to identify
British trees!



Vocabulary

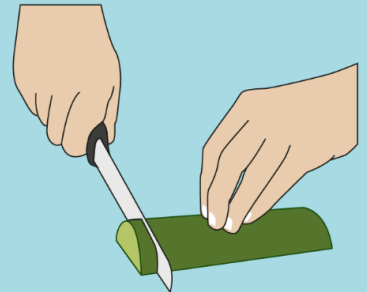
Blender	A machine that mixes ingredients together into a smooth liquid.
Carton	A container made out of card which holds liquid products such as milk and orange juice.
Fruit	The part of a plant that contains seeds.
Healthy	When everything in your body and head feels good.
Ingredients	Items that make up a mixture, for example, foods that make a recipe.
Peel	The tough skin around certain fruits and vegetables, such as oranges.
Peeler	A tool which helps you to remove the tough skin off fruits and vegetables.
Recipe	A set of instructions for making or preparing a food item or dish.
Slice (verb)	To cut pieces off something with a knife.
Smoothie	A combination of fruits and vegetables blended together to make a smooth drink.
Stencil	A shape which you can draw around.
Template	A stencil which you use to help you draw a shape more easily on to different materials.
Vegetable	Parts of plants that can be eaten by people as food. The parts may be the leaves, roots or stem. Vegetables do not contain any seeds

DT (Fruit and Vegetables)

This term the children will:

- Describe fruits and vegetables and explain why they are a fruit or a vegetable.
- Name a range of places that fruits and vegetables grow.
- Describe basic characteristics of fruit and vegetables.
- Prepare fruits and vegetables to make a smoothie.

The claw grip





Vocabulary

Key Vocabulary:

- *aim*
- *throw*
- *roll*
- *kick*
- *catch*
- *safely*
- *racket*

Track: To track is when a player moves their body to get in line with a ball that is coming towards them.

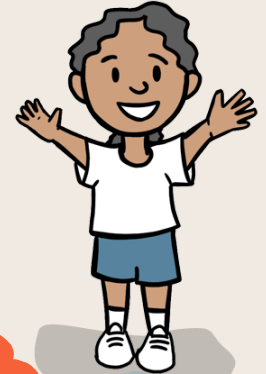
Send: To pass to someone using either your hands, feet or an object.

Receive: To collect or stop a ball that is sent to you using either your hands, feet or an object.

PE (Sending and Receiving)

Our pupils will learn:

- Rolling
- Kicking
- Throwing
- Catching
- Tracking



Computer Science (Grouping data)

We will:

- Label and match objects.
- Group and count objects
- Learn to describe objects i.e. colour or size.
- Make different groups of objects based on their properties and count these groups.
- compare and describe groups of objects, recording the number of objects in each group.

Vocabulary

Vocabulary for describing

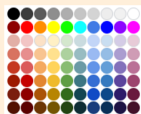
shape



size



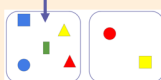
colour



same



more than



less than



most



least



Music (Timbre and Rhythmic Patterns)

Our theme is 'Fairytales'. We will:

- Chant a well-known phrase.
- Make changes to voices to represent a character.
- Choose a suitable sound to represent a specific point in a story.
- Play a rhythmic pattern along with spoken words.
- Play/chant along with the elements of a story.

Vocabulary

Timbre

The quality of sound e.g. smooth, scratchy, twinkly.

Pulse

The heartbeat of the music. Sometimes called the 'beat'.



We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

Rhythm

A pattern of long and short sounds.





Our focus artists this term are:

 Samantha Stevenson



Louise Bourgeois



Marco Balich



Art Sculpture and 3D: Paper play

We will:

- Roll paper tubes and attach them to a base securely.
- Make choices about sculpture.
- Shape paper strips in a variety of ways to make 3D drawings.
- Create a tree of life sculpture that includes several different techniques for shaping paper.
- Paint with good technique, ensuring good coverage.

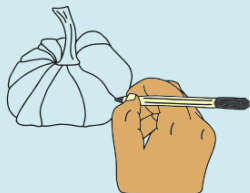
Cylinder	A tube shape
Detail	Extra decoration or items that add interest
Sculpture	Art in three dimensions; walk all around it to look at it
Three dimensional (3D)	A solid shape; art that isn't flat on paper

Artists

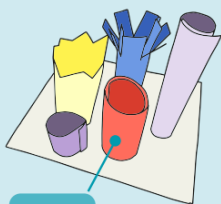
Samantha Stephenson

Louise Bourgeois

2D - flat, like a drawing



3D - can be held, like a cylinder



Cylinder

Tree of life

Many cultures have stories about a tree of life. The tree often represents all of nature.



Sidi Saiyyed Mosque

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Year 1 - Sculpture and 3D

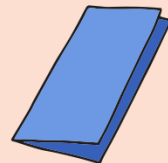
Scrunch



Zig-zag



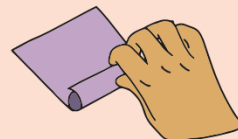
Fold



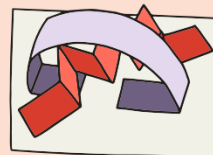
Spiral



Roll



Overlap





Humanities

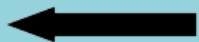
We will be exploring our enquiry question: **What is it like here?** by:

- Locating three features on an aerial photograph of the school and know the name of the country and village, town or city in which we live.
- Making a map of the classroom with four key features.
- Recognising four features in the school grounds using a map.
- Explaining how we feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- Drawing a design to improve three areas of the playground using the results from a survey.

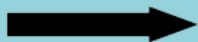
Key vocabulary

aerial view	land
location	village
city	aerial photograph
sea	country
town	map
globe	place
directional language	symbol
features	atlas
distance	country
key	locate
north	survey
questionnaire	improve

Directional vocabulary



Left



Right



Next to

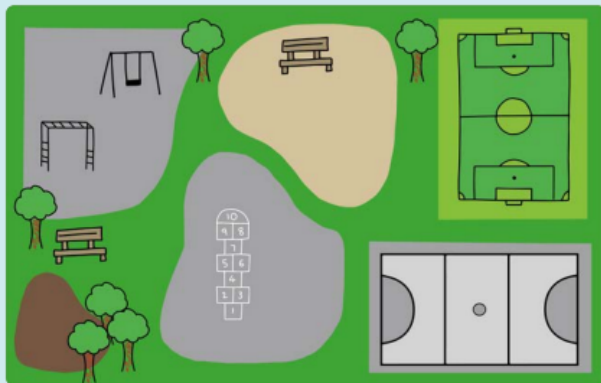
Far



Near



Map of a school playground



Map Key

Tree



Play equipment



Netball pitch



Bench



Football pitch



Hopscotch



Which country do you live in?

Map of the UK



North



Scotland

England

Wales

Ireland

Northern
Ireland

Aerial photograph



A photograph taken
from the air.

RE

(God and Creation)

What do Christians believe about God?

We will:

Describe some of the teachings of Christianity.

Describe some of the main celebrations of Christianity.

Recognise, name and describe some Christian practices.

Identify how we have to make our own choices in life.

Explain how actions affect others.

Show an understanding of the term 'morals'.

PSHE

Our PSHE scheme is called 'Jigsaw' and there are six puzzles (units) over the year. Our fourth puzzle is called 'Healthy Me', where we will learn: to explain why we think our body is amazing, how we can keep it safe and healthy and give examples of when being healthy can help us feel happy.

Homework Projects

w/c 20.02.23 – Art Project

Make a picture inspired by Marco Balich's Tree of life. Can you use the scrunching, rolling, spiralling and overlapping techniques.

Spellings: **were, was, is**



w/c 27.02.23 – Science Project

Plant a your sunflower seed at home and document it's growth over the next few weeks. What conditions are you providing? Why?

Spellings: **his, has, I**





Homework Projects

w/c 06.03.23 – Maths Project

Can you measure different objects from around the house, using non standard units of measure. e.g. How many hands or feet is the table? How many paperclips long is the dinosaur?

Spellings: **you, your, they**

w/c 13.03.23 – Technology Project

With a grown up, can you cook your family's favourite dinner or even a secret family recipe.

I have made:

The skills I have used:

A large, empty rectangular box with a black border, intended for a drawing or illustration related to the project.

Evaluation:

Do you like the way it looks? Yes/No? Why/Why not?

Do you like the way it tastes? Why/Why not?

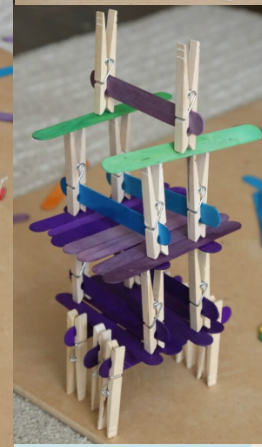
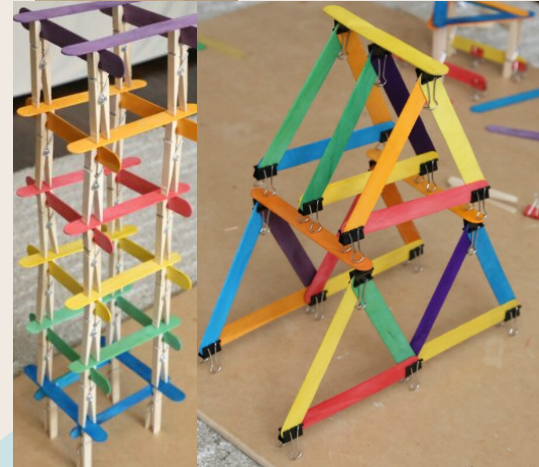
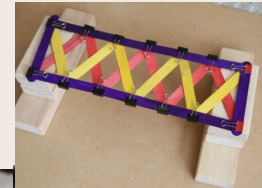
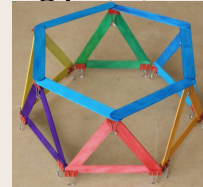
How could it be improved?

Spellings: **full, house, our**



w/c 27.03.23– Engineering

Using clothes pegs and lolly pop sticks (or something similar). Can you design and build a new piece of play equipment for the playground. Don't forget to test it for strength and balance.



Homework Projects

w/c 20.03.23– Art
Project/Geography

Can you design a map of your house and garden, including a key.

Spellings:

Monday, Tuesday, Wednesday

Spellings: Thursday, Friday, Saturday

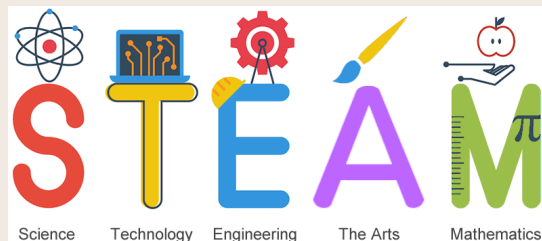
Parent Support and Information

Things to remember:

Please could all property be labelled to support us and the children in identifying clothing and shoes.

Please continue to listen to your child read **at least** **x3 a week.**

Growing Minds sessions are on Fridays.



There are **3 common exception word spellings** weekly; the children are required to spell these correctly and independently by the end of Year 1. Children will be quizzed on these spellings at the end of the week.

In addition to these spellings, the children are encouraged to explore a STEAM challenge each week and show this in class. Here are some useful Maths Parent Workbooks based on concepts we will be covering this term:

Length and Height
Mass and Capacity
Multiplication & Division