



Dahl Class – Spring 1

Awe and wonder



<p><u>English</u></p> <ul style="list-style-type: none"> • Listening and answer comprehension questions linked to the book. • Watching films linked with the theme • Writing using colourful semantics • Reading • Discussing and explaining related to theme 	<p><u>Computing</u></p> <ul style="list-style-type: none"> • We will be developing our understanding of computer systems • Understand how information is transferred between systems and devices. • We will learn small-scale systems as well as large-scale systems. • Discover how information is found on the World Wide Web through learning how search engines work. 	<p><u>Theme - Music</u></p> <ul style="list-style-type: none"> • Explore different states of tempo, rhythm and dynamics • Play the different percussion instruments • Play different music games with drums (The steady beat, Talking drum, Call-response, Pass the beat) • Share fun and music preferences with others.
<p><u>History</u> Mary Seacole and Florence Nightingale</p> <ul style="list-style-type: none"> • To know who Florence Nightingale was and why Florence decided to go to Crimea and who influenced her. • Name weaknesses of the old system and improvements she made. • To name some similarities and differences between Mary s. and Florence N. 	<p><u>Science</u> <u>Forces and Magnets</u></p> <ul style="list-style-type: none"> • Learn about magnetic forces that can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group materials according to whether they are magnetic <p><u>Light</u></p> <ul style="list-style-type: none"> • Need light in order to see things and that dark is the absence of light. • Light can be reflected from surfaces. • Recognize that shadows are formed when an opaque object blocks the light from a light source. 	<p><u>Outdoor School</u></p> <ul style="list-style-type: none"> • Looking out how weather affects us • Appropriate clothing for Forest School • Learning about nature and finding out what flora and fauna around winter • Learning how to cook safely on different sorts of fire and how to light a fire • Whittling, knot tying, shelter building • Cooking using homemade berry jam <p><u>PE</u> <u>Badminton Skills</u></p> <ul style="list-style-type: none"> • History of Badminton • Rules of the game both singles and doubles • Various hand grips • Different types of serves and shots • Range of tactics and strategies to outwit opponents
<p><u>Geography</u></p> <ul style="list-style-type: none"> • Name and locate the four countries of the United Kingdom and 	<p><u>Art</u> <u>Art and Design:</u></p> <ul style="list-style-type: none"> • We will create drawings and illustrations to explain the origins, purpose and confluence of pop art. • Identify Pop Art 	

the four capital cities of the United Kingdom.

- Name and locate the seven continents of the world and the five oceans of the world.
- Use a wide range of basic geographical vocabulary to refer to human and physical features.

- Celebrate Chinese New Year and Mardi Gras.

Relationships and Sex Education & PSHE

Being Me in My World

My attitudes and actions make a difference to the class team
Understand who is in my school community
Understand how democracy works through the School Council
Understand that my actions affect myself and others
Understand how groups come together to make decisions and understand how democracy and having a voice benefits the school community

Home Learning ideas

- Helping to prepare food and cook
- Playing turn taking games
- Exploring their emotions, identifying how they feel and what strategies they can use to get into the green zone
- Art and craft activities
- Going shopping

Independence

Cooking

- Follow instructions during cooking activity.
- **Travel training**
- Explore areas of the school/local community.
- To cross the road with staff and independently

Maths

Y1 – Geometry

- Recognise and name common 2-D and 3-D shapes, including:
2-D shapes [for example, rectangles (including squares), circles and triangles]
3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- Describe position, direction and movement, including whole, half, quarter and threequarter turns.

Y2 – Geometry

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
 - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
 - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
 - compare and sort common 2-D and 3-D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Y3 – Geometry

- Draw 2-D shapes and make 3-D shapes using modelling materials;
- Recognise 3-D shapes in different orientations and describe them;
- Recognise angles as a property of shape or a description of a turn;
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle;
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines;