



# Kinney Class – Spring 1

## Awe and wonder



<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Listening and answer comprehension questions linked to the book.</li> <li>• Watching films linked with the theme</li> <li>• Writing using colourful semantics</li> <li>• Reading</li> <li>• Discussing and explaining related to theme</li> </ul>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• Focus on a range of skills previously learned on PowerPoint and Word. With these skills they will be provided tasks like making posters and slide shows on given themes to explore creative processes.</li> </ul>	<p><b><u>Theme - Music</u></b></p> <ul style="list-style-type: none"> <li>• Learn music symbols (treble clef, note lengths) and develop the understanding of this music symbols</li> <li>• Play different percussion instruments</li> <li>• Compare and contrast the different timbers of different music instruments</li> <li>• Play drum music games</li> <li>• Enjoy and experience of shared play and fun</li> </ul>
<p><b><u>History</u></b> <b>Mary Seacole and Florence Nightingale</b></p> <ul style="list-style-type: none"> <li>• To know who Florence Nightingale was and why Florence decided to go to Crimea and who influenced her.</li> <li>• Name weaknesses of the old system and improvements she made.</li> <li>• To name some similarities and differences between Mary s. and Florence N.</li> </ul>	<p><b><u>Science</u></b> <b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• Learn about magnetic forces that can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• Compare and group materials according to whether they are magnetic</li> </ul>	<p><b><u>Outdoor School</u></b></p> <ul style="list-style-type: none"> <li>• Keyhole gardens with various tools- includes digging with various tools and using bopping sticks to help secure the gardens.</li> <li>• Learn about composting and how to use compost toilets to help the environment and to grow food for future cooking sessions at Forest school.</li> <li>• Safe use of all the tools we will use.</li> </ul>
<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the four countries of the United Kingdom and the four capital cities of the United Kingdom.</li> <li>• Name and locate the seven continents of the world and the five oceans of the world.</li> <li>• Use a wide range of basic geographical vocabulary to refer to human and physical features.</li> </ul>	<p><b><u>Art</u></b> <b><u>Art and Design:</u></b></p> <ul style="list-style-type: none"> <li>• Explore Magical Craft Ideas await to be brought to life. There is nothing like some creative craft ideas for young people, to awaken a sense of wonder and connect all these with a Christmas spirit.</li> </ul> <p><b><u>Relationships and Sex Education &amp; PSHE</u></b></p> <ul style="list-style-type: none"> <li>• Know how to make friends</li> <li>• Try to solve friendship problems when they occur</li> <li>• Help others to feel part of a group</li> <li>• Show respect in how they treat others</li> <li>• Know how to help themselves and others when they feel upset or hurt</li> <li>• Know and show what makes a good relationship</li> </ul>	

<p><b><u>Home Learning ideas</u></b></p> <ul style="list-style-type: none"> <li>• Helping to prepare food and cook</li> <li>• Playing turn taking games</li> <li>• Exploring their emotions, identifying how they feel and what strategies they can use to get into the green zone</li> <li>• Art and craft activities</li> <li>• Going shopping</li> </ul>	<p><b><u>Independence</u></b></p> <p><b><u>Cooking</u></b></p> <ul style="list-style-type: none"> <li>• Follow instructions during cooking activity.</li> </ul> <p><b><u>Travel training</u></b></p> <ul style="list-style-type: none"> <li>• Explore areas of the school/local community.</li> <li>• To cross the road with staff and independently</li> </ul>	<p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• Focus on badminton. They will be looking at developing serving skills, different techniques of returning the shuttle and knowledge of rules and gameplay.</li> </ul>
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**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;