

Art: Woven Wonders

Learning fibre art skills such as plaiting, threading, knotting, and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña. To know that art can be made in different ways. To choose, measure, arrange and fix materials. To explore plaiting, threading and knotting techniques. To learn how to weave. To combine techniques in a woven artwork.



Maths

Place value

To count to 100. To understand tens and ones. To compare numbers using more than and less than. To estimate on a number line, compare and order numbers to 100.

Addition & subtraction

To add by counting on and add ones using number bonds. To find and make number bonds to 20. To subtract by counting back and using number bonds. To complete missing number problems.

Computing: Digital photography

I can recognise what devices can be used to take photographs. I can talk about how to take a photograph. I can explain what I did to capture a digital photo. I can explain the process of taking a good photograph. I can identify what is wrong with a photograph. I can improve a photograph by retaking it. I can explore the effect that light has on a photo. I can apply a range of photography skills to capture a photo.

Physical Education

Dance: Can you use large small body actions to create a dance? Can you include a change in levels & speed within your dance? Can you create animal shapes & link them together? Can you travel from one move to another move? Can you perform a dance linking moves together fluently & in unison? Can you perform a dance? Can you describe & comment on others work explaining what you like and dislike and why?

Gymnastics: Can you make a variety of gymnastic shapes? Can you travel & stop & link 2 shapes together with control? Can you jump safely from the floor & apparatus with neatness & control? Can you balance on large & small parts of your body neatly? Can you recognise good shapes & suggest improvements for others? Can you roll with control in different ways? Can you link a jump, roll & balance neatly? Can you create a sequence?

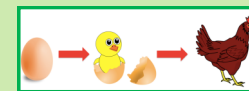
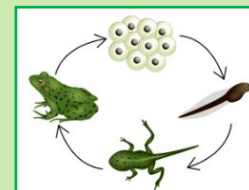
Harlyn Spring Term 1

English

Focus text: Stuck (Oliver Jeffers)
To compose a sentence orally before writing it To write a simple narrative following the pattern of the text. To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use joining words & clauses using 'and'. To add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est. To re-read what they have written to check that it makes sense.

Science: Growing up (animals and humans)

Key questions: How do animals change as they grow? What do animals need to survive? How can we sort food into groups? How can humans stay clean? How can humans stay active? How do humans stay healthy?



Religious Education

To give examples of how, where, when & why Muslims read the Qur'an & why they treat it as they do. To recognise the words of the Shahadah & that it is very important for Muslims. To talk about what I think is good about how Muslims show respect for their holy book & how Muslims obey its teaching. To talk about what I think is good for Muslims about prayer, respect, celebration & self-control. To talk about how Muslims practice their faith and what is good about each way.

Geography: Weather - Change

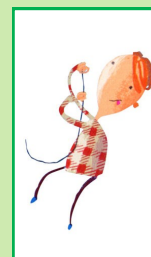
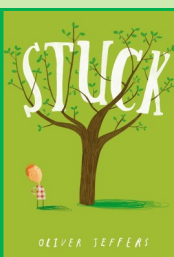
Key questions: What are the different types of weather? What type of weather do we get? How does the daily weather change? (Fieldwork: weather diary) How does weather affect our daily lives? How does our weather change over time? (Seasons) What weather don't we get?

RWI Phonics

To learn set 2 and 3 sounds. To read texts fluently and discuss the content. To learn red words by sight and common exception words for Year 1 and Year 2.

Music: Inventing a Musical Story

To find and keep a steady beat. To play or clap simple rhythmic patterns using long & short sounds. To respond to different high & low pitches. To keep a steady beat when improvising. To listen to the music carefully & to move to the music. To respond to the questions and use any musical words that you know. To explore your feelings & thoughts towards the music.



a	is	said	be	no	put
ask	his	says	he	go	push
	has	the	me	so	pull
are		they	she		full
our		there	we	of	one
	was	here		love	once
do	were	I	by	come	school
to	where	you	my	some	friend
today	want	your			house