

CLASS ONE THEME WEB – Spring Term 2024

English

Narrative

- Liisten and respond to stories - ‘Toby and the Great Fire of London’ and ‘Mary and the Great Fire of London’.
- Draw a story map to retell the main events.
- Talk about the different characters and will talk about what they did in the story.
- Change parts of the story by adding their own ideas.
- Write a letter
- Write a diary entry

Information Texts

- Discuss the differences between fiction and non-fiction books.
- Use the contents page and index to find information.
- Plan and write a non- chronological report.

Reading comprehension

- Listen and respond to the story ‘Charlie the Firefighter.’
- Retell a story and remember the key events in order.
- Describe characters from a text and make simple inferences about how they are feeling.
- Retrieve information from a text and answer different types of questions.
- Write a book review.
- Develop an appreciation for different types of books.

- **Letters and Sounds** – to develop knowledge of phonics.
- Spelling – practising spelling patterns and tricky words (Year 1 Common Exception Words).
- Grammar - punctuation and sentence construction.

History

- To know about events beyond living memory that are significant nationally or globally - the Great Fire of London.
- To know what a number of older objects were used for.
- To know about an event or events that happened long ago, even before their grandparents were born.
- To know what we use today instead of a number of older given artefacts.
- To know that children’s lives today are different to those of children a long time ago.
- To name a famous person from the past and explain why they are famous.
- Exploring eye witness accounts of the events of the Fire, focussing on Samuel Pepys’ diary entry.
- Recognising the different building materials that were used and the changes that took place in London as a result of the fire.
- Exploring how London changed after the Great Fire and the reasons why.
- Discussing the question – Was the Great Fire a good thing for London?

Science

- Distinguishing between an object and the material from which it is made.
- Knowing and naming a variety of everyday materials that objects are made from, including wood, plastic, glass, metal, water and rock.
- Know why a material might or might not be used for a specific job.
- Know about the properties of everyday materials
- Know how materials can be changed by squashing, bending, twisting and stretching
- Investigating why certain clothing items are made out of particular materials.
- Investigating which materials are waterproof.

DT

- Observing, discussing and drawing different buildings/ houses
- Discussing the features of buildings/houses
- Discussing the use of different materials
- Designing, drawing and labelling a building with a partner
- Using a range of materials including card, paper and wood to make a building
- Adding wooden features, using a range of tools, cutting and joining techniques.

Art

- Use a range of materials creatively to design and make products.
- To make a clay pot and know how to join pieces of clay together.
- To use colour, pattern texture, line, form and shape and to create moods in art work.

Computing

Lego Builders:

- To follow and create simple instructions on the computer
- and consider how the order of instructions affects the result.

Maze Explorers:

- To understand the functionality of the direction keys.
- To understand how to create and debug a set of instructions (algorithm).
- To understand how to change and extend the algorithm list.

PE

- Unit 3 – Cognitive skills focus
- Dynamic balances
 - Static balances on a small base

- Unit 4 – Creative Skills focus
- Counter balancing in pairs
 - Co-ordination ball skills

Multi skills

- To roll, bounce and dribble a ball.
- To know how to do a bounce and chest pass
- To kick and strike a ball

Dodgeball

- To know the rules of dodgeball
- To attack and defend
- To improve footwork and to introduce strategies within dodgeball
- To compete in dodgeball



PSHE

Keeping Myself Safe: A series of lessons covering topics such as knowing what our bodies need to stay healthy, how our bodies feel when we are nervous, worried or scared, who can help when we have these feelings, what it might feel like to lose something and the NSPCC PANTS rule.

Rights and Responsibilities: A series of lessons based around caring for ourselves, our school, a pet or a plant and money.

RE

What do Christians believe God is like?

- Read and discuss the story of the Lost Son. Explain what a parable is.
- Do you have any ideas about what God might be like?
- What might Christians think God is like from the story?
- Look at Lost Coin and Lost Sheep and other examples.
- Discuss ways that Christians might show that they are glad that God loves them so much.
- Talk about forgiveness and think about what happens when people do something wrong.
- Thinking about how people show forgiveness.
- Talking and sharing how people might feel if they are not forgiven. 4

Who is Jewish and how do they live?

- Talk about what special items the children have at home and what makes them special.
- Find out about what special items Jewish people might have in their homes.
- Discuss what Jews believe about God. Talk about how the festivals remind Jews what God is like.
- Look at a *mezuzah*, how it is used and how it has the words of the Shema on a scroll inside.
- Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, *challah* bread, family meal, rest.
- Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people.

Music

- To play tuned and untuned instruments musically.
- To use instruments to perform and choose sounds to represent different things.
- To make different sounds with voice and with instruments.
- To follow instructions about when to play and sing.
- To say whether they like or dislike a piece of music

Maths

Addition and subtraction

Add by counting on.
Find & make number bonds.
Doubles and near doubles.
Add by making 10.
Subtraction by counting back and by finding the difference.
Add and subtract one-digit and two digit numbers to 20, including zero.
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Place Value

Count to 20/50 forwards and backwards, beginning with 0 or 1, or from any number.
Count, read and write numbers to 20/50 in numerals.
Given a number, identify one more or one less.
Order numbers to 50.
Compare numbers to 50
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Count by making groups of ten
Partition into tens and ones.

To use Measures –

Compare, describe and solve practical problems for lengths and heights.
Measure and begin to record mass/weight, capacity and volume.