



**SEAFORD PRIMARY SCHOOL**

Year 1 Term 4

Topic Title- Fairy Tales-Once Upon a Time		
<p><b>History</b>  <u>No specific history focus this term</u>  <u>Significant people-</u>   <u>Great events -</u></p>	<p><b>Geography – Knowledge</b>   <u>Key Skills:</u>   <u>Enquiry:</u></p>	<p><b>Science</b>  <u>Key Skills</u>            To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock            To describe the simple physical properties of a variety of everyday materials  <u>Working Scientifically</u>             During Year 1, pupils should be taught to use the following practical scientific methods, processes and skills through teaching of the programme of study content -</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions.</li> <li>• gathering and recording data to help in answering questions.</li> </ul>
<p><b>English</b>  <u>Texts/Genres</u>            Traditional Tales            Fairy Stories 4 weeks including:            Drama- role play, freeze frames, hot seating            Character descriptions            Sequencing            Change the story- have a different villain/ alternative ending            Scene from book- speech bubbles  <u>Writing Opportunities</u>            Reading and answering questions            Description of scenes, characters            Postcard from Goldilocks/red riding hood            Drama            Favourite characters            Adjectives for character description/feelings            Retelling of Little Red Riding hood            Letter to Wolf            Instruction for house building</p>	<p><b>Maths (opportunities for maths links)</b>            Introduce weight and mass            Measure mass            Compare mass            Introduce capacity and volume            Measure capacity            Compare capacity            Measuring length.            Consolidation of place value within 50</p>	<p><b>Computing-Creating an E-Book</b>            E-Safety-to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.             E-Book.             To describe what an illustration is             To plan an illustration            To create and save an illustration            To edit an illustration            To create an eBook.            To add illustrations to an eBook</p>
<p><b>Design Technology-Structures Investigate</b></p>	<p><b>Art and Design</b>  <u>Ideas</u></p>	<p><b>P.E</b></p>

<p>To explore and evaluate a range of existing products</p> <p><b>Design and Make</b></p> <p>To be able to design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To be able to build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><b>Evaluation</b></p> <p>To be able to evaluate their ideas and products against design criteria</p> <p><i>To say what they like and do not like about their work.</i></p> <p><i>To say how closely their finished products meets the design criteria.</i></p>	<p>Draw and paint from imagination and memory to tell stories, illustrate things and places they know.</p> <p><b>Illustrating work.</b></p> <p><u>Painting Skills</u></p> <p>Use colours imaginatively and instinctively to show thoughts and feelings. <b>Traditional tale pictures – sad Rapunzel, angry wolf.</b></p> <p><u>3-D Skills</u></p> <p>Cut, tear, form, join and shape a variety of materials to make things they have designed, invented or seen. <b>Designing and constructing a fairy tale castle Friedensreich Hundertwasser</b></p>	<p>In Term 4 our indoor PE will continue to be gymnastics based and in outdoor PE we are working with partners and in small teams to improve sending and receiving skills.</p> <p><u>Skills</u></p> <p>To move and be still under basic control so that movements are performed with accuracy and clarity.</p> <p>To repeat and co-ordinate simple movement combinations so that they link together.</p> <p>To use simple equipment with purpose and basic control.</p> <p><u>Condition, Health and Well-being</u></p> <p>To find and use space well showing an awareness of others and basic safety. How to use simple tactics and compositional ideas with consistency. Some simple things they can do to be healthy.</p> <p><u>Decision Making</u></p> <p>To recognise and copy simple actions and follow basic instructions with some accuracy.</p> <p>To describe what they and others are doing with some accuracy.</p> <p>To come up with and suggest ideas that relate to their performance</p>
<p><b>RSHE</b></p> <p>I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.</p> <p>I know how to make healthy lifestyle choices</p> <p>I know how to keep myself clean and healthy and understand how germs cause diseases and illness.</p> <p>I know that all household products, including medicines, can be harmful if not used properly.</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely.</p> <p>I know how to keep safe crossing the road, and about people who can help me to stay safe.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p>	<p><b>R.E. Celebration-</b>Easter Story.</p> <p>recognise and become familiar with the sign of the cross</p> <p>Pupils enact stories and celebrations from Easter, finding out about what the stories told at the festivals mean e.g.: through welcoming visitors to talk about their festivals.</p> <p>Pupils ask 'who', 'where', 'how' and 'why' questions about religious stories and stories from non-religious worldviews.</p>	<p>Music</p> <p><b>Knowledge</b></p> <p>Experiment with create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Skills</b></p> <p><b>Controlling pulse and rhythm</b> identify the pulse in different pieces of music.</p> <p>Identify the pulse and join in getting faster and slower together.</p> <p>Perform a rhythm to a given pulse.</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> <p><b>Listening, Memory and Movement.</b></p> <p>Recall and remember short songs and sequences and patterns of sounds.</p> <p>Respond physically when performing, composing and appraising music.</p> <p>MUSIC EXPRESS – feel the pulse, exploring pulse and rhythm.</p>
<p><b>Super Start</b> Character performance to class</p> <p><b>Mystic Middle:</b> Three Little Pigs investigation to find a waterproof roof</p> <p><b>Epic End</b> Dress up as a fairy tale character</p> <p><b>Links to careers-Building Towers</b> <a href="https://www.youtube.com/watch?v=TXRsmRRh3po">https://www.youtube.com/watch?v=TXRsmRRh3po</a></p>		