

Year: 1 Topic: Anna Hibiscus	
Big question:	Hook task: Shared learning making African masks
PSHE focus: Healthy me	Review task and presentation: African masks
Experiences/ shared learning: African masks – parents invited in to share in the learning 2 <sup>nd</sup> April starting 1:30pm	

<p><b>Phonics</b></p> <table border="1"> <thead> <tr> <th></th> <th>Phase 5 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk</td> <td>once laugh</td> </tr> <tr> <td>Week 2</td> <td>/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*</td> <td>because eye</td> </tr> <tr> <td>Week 3</td> <td>/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</td> <td></td> </tr> <tr> <td>Week 4</td> <td>/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</td> <td></td> </tr> <tr> <td>Week 5</td> <td>/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</td> <td></td> </tr> </tbody> </table>		Phase 5 graphemes	New tricky words	Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh	Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye	Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there		Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor		Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze		<p><b>Geography NC aims/objectives:</b></p> <ul style="list-style-type: none"> <li>Explain some of the main things that are in hot and cold places, uses atlases and globes.</li> <li>Explain the clothes that would be worn in hot and cold places.</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Desert</li> <li>Tundra</li> <li>Climate</li> </ul>	<p><b>Science NC aims/objectives: <i>Animals including humans</i></b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets.</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Animal</li> <li>Carnivore</li> <li>Herbivore</li> <li>Omnivore</li> <li>Human</li> <li>Body</li> </ul>
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<p><b>Design Technology NC aims/objectives: <i>Food</i></b></p> <ul style="list-style-type: none"> <li>WALT: cut food safely</li> <li>WALT: make a simple plan before making.</li> <li>WALT: explain to someone else how I want to make my product.</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Cutting</li> <li>Ingredients</li> </ul>		<p><b>Art and design NC aims/objectives:</b></p> <ul style="list-style-type: none"> <li>WALT: Experiment with different materials to make art.</li> <li>WALT: Create 3D art.</li> <li>WALT: Recognise use of texture, shape and form in art.</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>3D</li> <li>Sculpture</li> <li>Texture</li> </ul>																		

- Hygiene
- Varied
- Diet
- Vegetables
- Fruit

- Shape
- Material

### Standalone subjects

#### Maths:

- Place value within 50
- Length and height
- Mass and volume

#### RE- *Where do people turn for guidance in life?*

Wisdom and guidance

Key vocabulary for discussion:

- Philosophy
- Guidance
- Aristotle
- Humanism
- New Testament Bible
- Torah
- Qur'an
- Guru Granth Sahib
- Non-religious

#### English:

- Writing in role (recount in the form of a postcard)
- Explanation

#### PE- *Creative:*

- Develop and apply ball skills with a partner
- Develop and apply a counter balance with a partner
- Explore and describe different movements

#### Computing- *Programmable robots :*

- Explain what a given command will do
- Act out a given instruction
- Combine forwards and backwards commands in sequence
- Combine 4 commands in sequence
- Plan a simple programme
- Find more than one solution to a problem

#### PSHE- *Healthy me:*

- Have made a healthy choice
- Have eaten a healthy, balanced diet
- Have been physically active

- Have tried to keep themselves and others safe
- Know how to be a good friend and enjoy healthy friendships
- Know how to keep calm and deal with difficult situations