

## Stunning Start

Kings and Queens day. Children can dress up as someone who lives/works in a castle. **NPP**

## Science

### Plants

How we can look after God's gardens. To grow mint/parsley. Observe the plants and how they grow.

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Discuss gardens in castles and what was grown in castle gardens

## English

### Whole Class Reading

#### Terrific Texts

The Storm Whale in Winter by Benji Davies

### Writing Opportunities

Non-chronological report about whales

Recounts - postcard writing

First person narrative from different perspectives

### Spoken Language opportunities / Oracy

Mighty writer – talking tins for postcards  
Orally rehearsing postcards  
Singing / dictation / moving story books

## Computing -Beebots

To recognise cause and effect.  
Know how to use a Bee-Bot  
Give clear instructions.  
To program a Bee-Bot.

### DT- Children will create

a moving story book.

They will:

Identify a mechanism.  
Label drawings.

Create a picture to meet the design criteria.

Evaluate the main strengths and weaknesses of a design.

### Link to weather

learning – show books to Reception

### Other Reading Opportunities

National Geographic text to support non-fiction teaching about whales

Stories with repeated phrases – i.e. snail and the whale

### World Book Day

Reading for pleasure

Accessibility and inclusivity

### Inspire Workshop

Gardening - planting

**MFL** – The Body and counting to 10.

# Year 1

## R.E.

Unit H: Lent

Unit I: **Holy Week**

## PSHE/RSE

PSHE: Economic Wellbeing

### Careers Week

RSE: Emotional Wellbeing

## Option for the Poor and Vulnerable

## Virtues:

Faith-filled and hopeful

## Scripture Focus:

*“How does God's love abide in anyone who has the World's good and sees one in need and refuses to help?”*

1 John 3 17-18

## Prayer Focus:

Act of faith, hope, love

Prayer to St. Francis

## Big Question –

**What does it mean to care?**

## Maths

Addition and Subtraction within 20

Place Value within 50

Length and height

Mass and Volume

## P.E. Dance- Heroes

To create a range of controlled movements that represent a superhero. To control and co-ordinate their bodies to perform a sequence of movements, including a balance.

### Hands 1

To learn to develop bouncing (dribbling) skills.

To understand why we need to keep the ball away from the defender. To explore different ways of sending the ball to their partner.

**Art – Miro** (painting/artist study) Children will explore the world of abstract art with Miro. Through mixed media and fine motor skills, they will develop the ability to draw lines, shapes, and experiment with colour blocking. Painting with watercolours and using a fine-tip pen will enhance their skills in adding detail and interpreting art. Learning about diverse artists like Miro introduces children to different cultures and perspectives and to care about all forms of expression.

## Geography – Weather NPP- Arctic Experience

**In this Geography unit, children will explore:**

**Substantive knowledge** – How different types of weather impact our surroundings. Explore the impact of hot and cold weather in daily life. Discuss measures to stay safe in different types of weathers and ideas that caring for our environment includes learning from others who have found ways to live harmoniously with nature in extreme conditions.

**Disciplinary knowledge** – Explore the Arctic and its inhabitants, understanding and preparing for the weather using the weather forecast and exploring different climates.

**Procedural Knowledge** - Throughout the unit, students develop procedural knowledge by engaging in activities such as researching different countries and climates.

### Inspire Workshop

Gardening - planting

### Fabulous Finish

Moving books  
Palm Sunday

**Music-** Pitch and Tempo (Theme: Weather) Understand pitch and distinguish between higher and lower notes. Create and perform a pattern with two pitches. Understand tempo and recognize tempo changes. Perform a pattern that accelerates gradually.