



# GREAT FIRE OF LONDON

## PADDINGTON EXPLORES LONDON

YEAR 1 SPRING TERM



<h1 style="text-align: center;">GREAT FIRE OF LONDON</h1> <h2 style="text-align: center;">PADDINGTON EXPLORES LONDON</h2> <p style="text-align: center;">YEAR 1 SPRING TERM</p>  		English		Maths			
				<p><b>Memoirs</b> Grammar- Suffixes, adverbials, adjectives</p> <p><b>Leaflets</b> Grammar- Exclamation marks, question marks and conjunctions</p>	<ul style="list-style-type: none"> <li>Addition within 20</li> <li>Subtraction within 20</li> <li>Numbers to 50</li> <li>Introducing length and height</li> <li>Introducing weight and volume</li> </ul>		
				Science		RE	
				<ul style="list-style-type: none"> <li>Know the name of the materials an object is made from.</li> <li>Know about the properties of everyday materials.</li> </ul>		<ul style="list-style-type: none"> <li>Judaism- What is it to be Jewish?</li> </ul>	
History		Geography		Art and Design	Design Technology	PHSE /Jigsaw	
<ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>Use a wide range of everyday historical terms.</li> </ul>		<ul style="list-style-type: none"> <li>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.</li> <li>Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</li> <li>Know their address, including the postcode.</li> <li>Know and recognise main weather symbols.</li> </ul>		<ul style="list-style-type: none"> <li>Know how to show how people feel in paintings and drawings.</li> <li>King portraits/ Blob drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Design a project that moves (London bus, London taxi etc).</li> <li>Explain to someone else how they want to make their product and make a simple plan when making a London Bus.</li> <li>Choose appropriate resources and tools.</li> </ul>	<p>Dreams and Goals</p> <p>Healthy Me</p>	

			<ul style="list-style-type: none"> <li>Explain what works well and what could be improved, in reflection of what they have made (evaluate design).</li> </ul>	
<b>Computing</b>	<b>Music</b>	<b>PE</b>		<b>SMSC and Values</b>
<ul style="list-style-type: none"> <li>Recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping.</li> <li>Use links to websites to find information; recognise age-appropriate websites; use safe search filters.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure.</li> </ul>	<p><b>LONDON JOURNEY</b></p> <ul style="list-style-type: none"> <li>Improvise simple vocal chants, using question and answer phrases.</li> <li>Create musical sound effects and short sequences of sounds in response to stimuli.</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic balance on a line</li> <li>Static balance stance</li> <li>Real Dance</li> <li>Counterbalance with a partner</li> <li>Co-ordination ball skills</li> </ul>		<ul style="list-style-type: none"> <li>Cycles of life</li> <li>Generosity</li> </ul>