



Subject: Religious Education
Topic: Easter

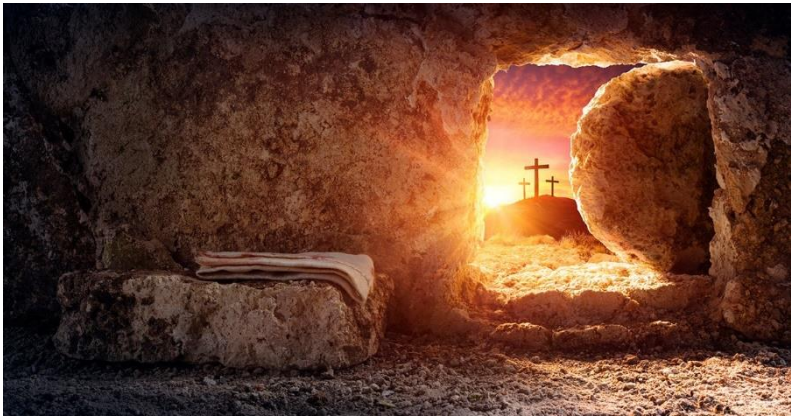
Key Vocabulary

| | | |
|--------------|-----------------------|-------|
| Easter | empty tomb | Jesus |
| Resurrection | | Peter |
| Risen | Alleluia | |
| Alpha | Easter/Paschal Candle | |
| Omega | | |

- Learning Outcomes**
- To hear, read and explore and reflect upon a variety of imagery that speaks of God in the New Testament.
 - Hear, read and become familiar with the main events, characters and places in the life of Jesus: The Resurrection.
 - To become familiar with some ways the Church celebrates major seasons of the liturgical year.
 - Take part in celebrations which express thanks and praise.
 - Recognise the place and value of celebrations in family, school and parish.

Unit overview

This unit develops the children’s knowledge and understanding of the season of Easter as a celebration of the Resurrection of Jesus. The unit focuses on the importance of the Resurrection and its message.



- Bible References**
- Matthew 28: 1-10 – The Resurrection of Jesus.
 - Mark 16: 1-8
 - Luke 24: 1-12
 - John 20: 1-18

- Prayer tasks linked to unit.**
- To learn an Alleluia song.
 - To retell the story through drama.
 - To explore the celebration of the Resurrection of Jesus.



Subject: Religious Education

Topic: Pentecost

Key Vocabulary

| | |
|-------------|--------------------|
| Pentecost | promise |
| Holy Spirit | disciples |
| God | Trinity Jesus |

Learning Outcomes

- To explore the meaning of the word “promise”.
- To know the story of Pentecost and dramatise to retell the story.
- To understand how the disciples way of life changed after Pentecost.
- To know that Pentecost Sunday is the day in the church when we celebrate the coming of the Holy Spirit, promised by Jesus.
- To make up a simple prayer naming the Holy Spirit.

Unit overview

Within this unit, you will develop your knowledge and understanding of Pentecost as the fulfilment of Jesus’ promise to send the Holy Spirit. This unit focuses on the coming of the Holy Spirit as a promised gift that brought about a change in the lives of the disciples and how celebrate and receive that gift in our lives today.

This unit builds on work in Nursery and Reception from learning more about Pentecost.

Windows of reflection (things to think about)

- What do you think it proves that Jesus sent the Holy Spirit after he returned to heaven?
- How can the Holy Spirit help Christians today?

Bible References

- Acts 2: 1-4 – The story of Pentecost
- Acts 2: 14-36 – Peter Addresses the Crowd
- Acts 12: 3-5 – Peter in Prison

Prayer tasks linked to unit and tasks to completed

- To explore the meaning of the word promise.
- To dramatise the story of Pentecost and retell it through drama.
- To understand how the discples way of life changed after Pentecost and write some of these down.
- To learn about Pentecost Sunday that is celebrated in the church and write a short paragraph to explain this.
- To write our own prayers naming the Holy Spirit.



loving
hopeful
curious
wise
grateful
discerning
compassionate
active
truthful
intentional
eloquent
generous
faith-filled
attentive
learned

Subject: Maths

Topic: Multiplication and Division

Key Vocabulary

| | |
|----------|--------------|
| count | equal groups |
| Sharing | grouping |
| Arrays | doubles |
| Unequal | altogether |
| Multiply | divide. |

Unit overview

In this unit the children will learn how to count in 2s, 5s and 10s, make equal groups, arrays, doubles and then begin to look at making equal groups by grouping and sharing.

Group Equally

Put the socks into groups of 2.

- ### Learning Outcomes
- To count in 2s.
 - To count in 5s.
 - To count in 10s.
 - To make equal groups.
 - To add equal groups.
 - To make arrays.
 - To make doubles.
 - To make equal groups – grouping.
 - To make equal groups – sharing.

Books linked to topic you may wish to read:

Multiplication and division ages 5-7: Ideal for home learning

Make Doubles

double 1 is 2 $1 + 1 = 2$

double 5 is 10 $5 + 5 = 10$

Count in 2s

2 4 6 8 10

Add Equal Groups

$2 + 2 + 2 + 2 = 8$ apples

Counting in 5s

5 10 15 20 25 30 35 40 45 50 55 60

Make Arrays

4 rows of 5 = 20 cookies
5 columns of 4 = 20 cookies

Count in 10s

10 20 30 40 50 60 70 80 90 100

Make Equal Groups

There are 4 equal groups of 2 bananas.



loving
hopeful
curious
wise
grateful
discerning
compassionate
active
truthful
intentional
eloquent
generous
faith-filled
attentive
learned

Subject: Maths

Topic: Fractions

Key Vocabulary

One whole half

Quarter more less

Equal groups together

Learning Outcomes

- To make a whole.
- To find a half
- To find a quarter

Unit overview

In this unit the children will be developing their knowledge of fractions. Children will explore finding whole and half of shapes and objects. They will develop their knowledge of equal parts and non-equal parts and relate this to a shape or object being split up into four equal parts. PLEASE NOTE: Children will not be using the fractional notations ($\frac{1}{2}$, $\frac{1}{4}$), they will be using the vocabulary of whole, half and quarter.

Books linked to topic you may wish to read:

- I can share by Karen Katz
- Fractions - Collins easy learning

1
one

$\frac{1}{2}$

one half

$\frac{1}{2}$

one half

$\frac{1}{4}$

one quarter

$\frac{1}{4}$

one quarter

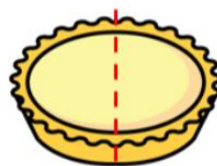
$\frac{1}{4}$

one quarter

$\frac{1}{4}$

one quarter

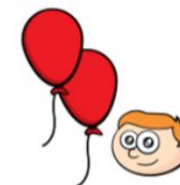
Making a half means sharing equally.



One tart can be cut into 2 equal pieces.

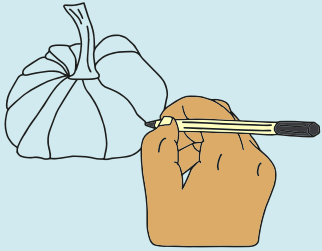
Finding a quarter means making 4 equal groups.

There are 8 balloons.

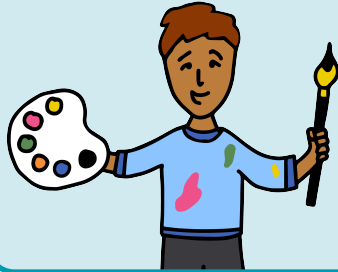


Do I have a quarter of the balloons?

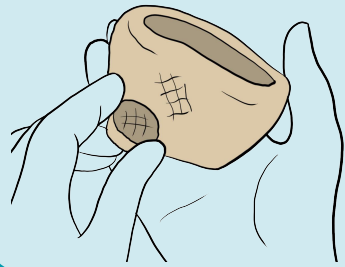
art



artist



craft

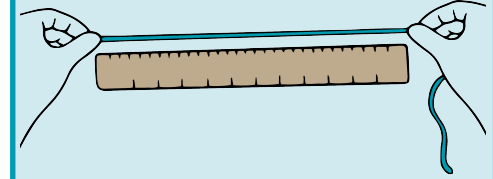


artists

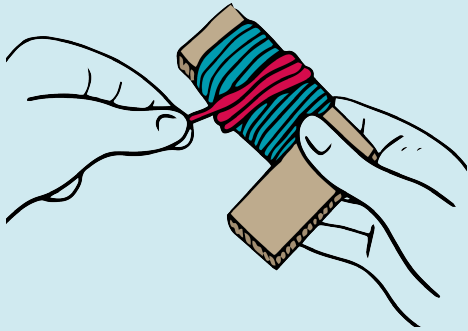
Judith Scott

Cecilia Vicuña

measure



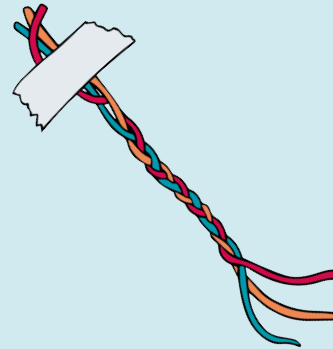
wrap wool



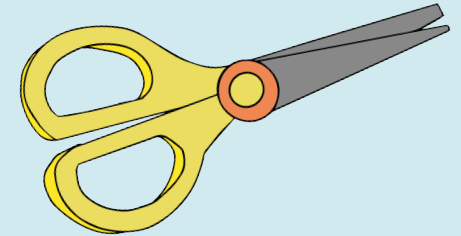
make a knot



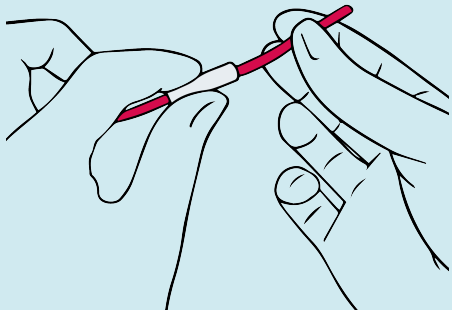
make a plait



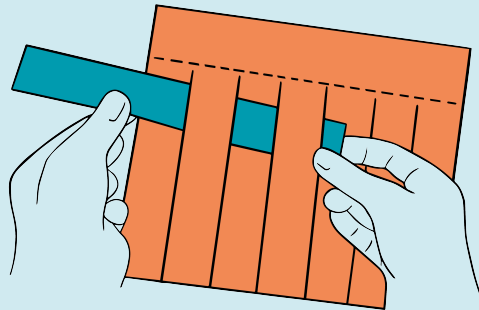
cut



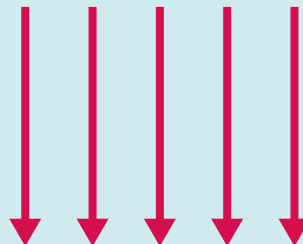
thread beads



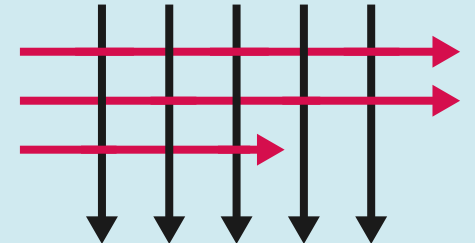
weave



warp



weft

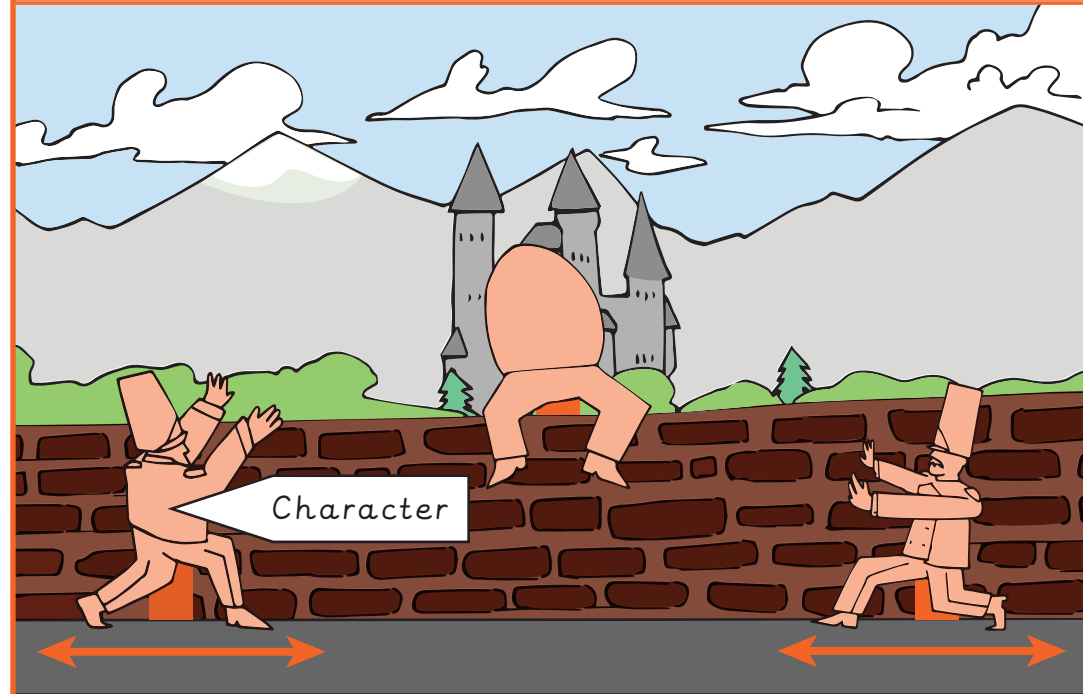


Mechanisms - Making a moving story book

| | |
|------------------------|-------------------------------------------------------------------------------------------------------------------|
| Assemble | To fix all parts together. |
| Design | To make, draw or write plans for something. |
| Design criteria | A set of rules to help you with your ideas and test the success of them. |
| Evaluation | When you look at the good and bad points about something, then think about how you could improve it. |
| Mechanism | A system of parts working together. |
| Model | A practise version, often on a smaller scale, that lets you test out your idea and see how it will look and work. |
| Sliders | Something that can move from side to side or up and down. |
| Stencil | A shape which you can draw around. |
| Target audience | A person or particular group of people at whom a product is aimed. |
| Template | A stencil which you use to help you draw a shape more easily on to different materials. |
| Test | To find out whether something works as it should. |

Key facts

Moving story books allow you to move characters across different backgrounds.



Page orientation. Which way around is your page?

Landscape

Portrait

Remember the key words for describing movement!



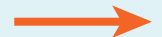
Up



Down



Left



Right

Structures - Constructing a windmill

| | |
|--------------------|------------------------------------------------------------------------------------------------------|
| Client | The person who you are designing something for. |
| Design | To make, draw or write plans for something. |
| Design criteria | A set of rules to help you with your ideas and test the success of them. |
| Evaluation | When you look at the good and bad points about something, then think about how you could improve it. |
| Net | A flat 2D shape, that can become a 3D shape once assembled. |
| Stable | Object does not easily topple over. |
| Strong | It doesn't break easily. |
| Structure | Something that has been made and put together. For example, a building, bridge, chair, table. |
| Test | To find out whether something works as it should. |
| Weak | It breaks easily. |
| Windmill | A structure with sails that are moved by wind. |
| Windmill axle | The point from which the turbine or sails move. |
| Windmill structure | The part that makes the windmill stand up. |
| Windmill turbine | The parts that move in the wind. |

Key facts

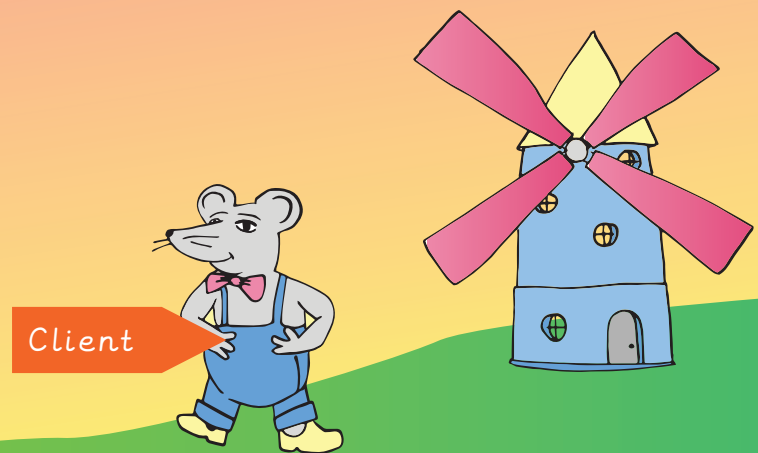
The three main parts of a windmill:



Remember to think about what your client, the mouse, will like! He will be living in the windmill and will need to be happy.

There are lots of different types of windmill around Britain.

Have you seen any of these before?





loving
hopeful
curious
wise
grateful
discerning
compassionate
active
truthful
intentional
eloquent
generous
faith-filled
learned
attentive

Subject: Geography
Topic: The United Kingdom

Key Vocabulary

Address rural
Parliament
Capital city lake
City Countryside
Landmark Kingdom
Mountain United

Unit overview

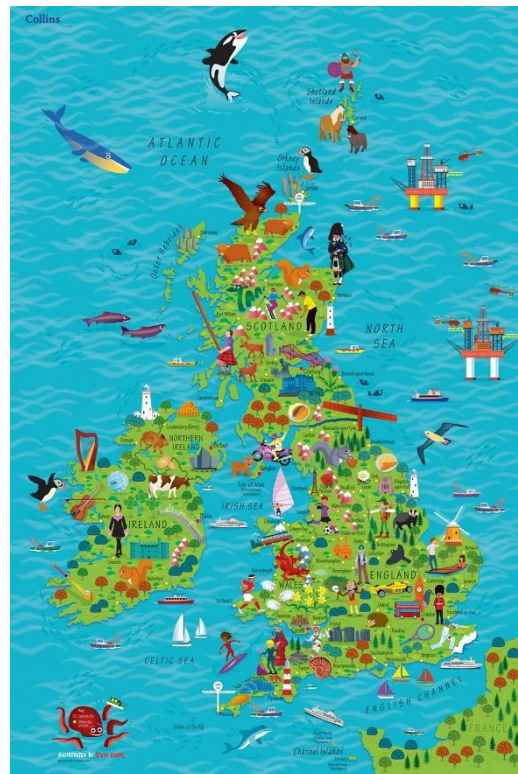
In this unit, children will explore The United Kingdom. Starting with their local area, they then look at Scotland, Wales and Northern Ireland. Children will be locating the four countries on a map and their flags, as well as the Union Jack and what it represents.. The children explore different tourist attractions and behind to develop understanding of physical and human characteristics around The United Kingdom.

Wider learning:

To make wider connections, if children are going on a trip to the beach or abroad, they can record what they find out about the place. They might explore what it is like to live near the coast and what you might need to know if you live near the coast. You might want to have a look at these questions - Have you always lived in the same place? Have your parents lived somewhere else?

Learning Outcomes

- What is the United Kingdom?
- What is it like to live in Scotland?
- What is special about Wales?
- Why do tourists visit Northern Ireland?
- What is England famous for?
- What is the Union Jack and what does it represent?



Key Facts/dates – Sticky Knowledge

Geography: The United Kingdom



National Flowers

| | | | |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |
| The rose of England | The thistle of Scotland | The shamrock of Ireland | The daffodil of Wales |



Subject: Science
Topic: Seasonal Changes (Spring and Summer)

Learning Outcomes

Can I describe the four seasons?

How does the weather change from winter to spring?

What happens to plants and animals in spring?

How does the weather change from spring to summer?

What happens to plants and animals in summer?

How do the changing seasons affect humans?

Unit overview

In this unit, children will learn about the four seasons, with a focus on Spring and Summer. Children will learn about how to spot the signs of Spring and Summer and what the weather will be like.

| Spring | Summer | Autumn | Winter |
|-----------------------|------------------------|----------------------------------|---------------------------------|
| | | | |
| March April May | June July August | September October November | December January February |

Temperature

We measure the temperature using a thermometer.

In the UK, we measure temperature in degrees Celsius (°C).

very hot

hot

warm

cool

cold

temperature

UK Average Temperatures In Spring and Summer (°C)

| | Spring | | | | Summer | | | |
|--|--------|-------|-------|-----|--------|------|--------|------|
| | Feb | March | April | May | June | July | August | Sept |
| | 4 | 7 | 9 | 12 | 15 | 17 | 17 | 14 |

It is warmer in spring than it is in winter. Summer is the warmest season.

Daylight Hours

Winter morning

Spring morning

Summer morning

As the seasons change, the days get longer and we have more daylight hours.

Signs of Spring

Plants, trees and flowers bud and blossom.

Birds sing to attract mates.

Animals start to have babies.

Signs of Summer

Lots of plants are in flower.

There are lots of insects.

Seasonal fruit and vegetables are harvested.

Key Vocabulary

| | | |
|----|-----------------|--------------------------------------------|
| 1 | blossom | flowers |
| 2 | bud | closed flower |
| 3 | celebration | important event |
| 4 | crops | plants, fruit or vegetables grown on farms |
| 5 | daylight | light from the sun |
| 6 | degrees Celsius | unit temperature is measured in (°C) |
| 7 | festival | time of celebration |
| 8 | harvest | collect crops |
| 9 | insect | small animal, like a bee or ant |
| 10 | seasonal | happens in a particular season |
| 11 | temperature | how hot or cold it is |
| 12 | thermometer | used to measure temperature |
| 13 | weather | how it feels outside |

Year 1: Pitch and tempo (Superheroes)

Musical style: Film and television music

Listening and dancing to superhero theme tunes!

Film and TV music is designed to add to the mood of the action you are watching.



It can help you to feel excited, terrified, sad and happy along with the characters on screen.

Pitch

How high or low a sound is.



Tempo

The speed of the music (fast or slow).



Vocabulary

Accelerando

A musical term to describe when the speed of the music gets faster and faster.

Compose

To create or write an original (new) piece of music.

Instruments

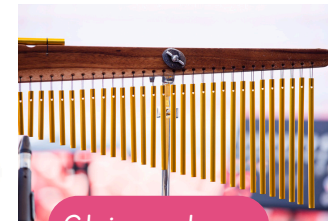
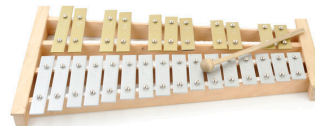
Percussion instruments

Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Tuned percussion

Percussion instruments you **can** play tunes on.

Glockenspiel



Chime bars



Xylophone

Untuned percussion

Percussion instruments you **cannot** play a tune on.

Drum



Tambourine



Maracas

Claves

