



Home sweet home



Learning Theme Intent

This is the first topic of the cycle and we chose it as a 'familiar' theme, which all children have prior knowledge of and can relate to personally. This helps them to have the confidence to share their thoughts and ideas in a new classroom setting. For Y1 children this topic is ideal for a smooth transition into a new Key Stage as it allows the children to be able to complete a range of practical and motivating activities based upon prior knowledge and experience from EYFS. For Y2 children this topic has some parallel themes with our 'Ourselves' topic which the children can continue to develop such as self awareness, knowledge of our familiar surroundings and problem solving. We believe that the activities in this topic motivate learning and help to develop the confidence and work attitude needed in order to be ready for the year ahead.

English – National Curriculum and skills

Composition

write sentences by:

- Saying out loud what they are going to write about.
- Compose a sentence orally before writing it.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read their writing aloud clearly enough to be heard by their peers and the teacher.

Handwriting and Presentation

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction

Vocabulary, grammar & punctuation

- Leave finger spaces between words.
- Begin to punctuate sentences using a capital letter and a full stop.

Overview

We use the Three Little Pigs story and The Jolly Postman stories this term to provide a stimulus for our writing tasks, motivate writing and provide a strong purpose and audience for the writing that the children complete. As always, we find the 'book series' approach very successful and valuable for developing children's writing and for linking the writing tasks directly to the reading activities. It particularly helps to develop children's use of higher order vocabulary and encourages them to write in the style of a particular author. This topic starts with an enquiry question, children are given clues and ideas of what the story could be, but are not told the title. Children are encouraged to use their previous knowledge about familiar stories to make a sensible guess and discuss why they think it is a particular book. Once the book has been revealed, children are given the opportunity through whole class discussions and small group work to talk about what they already know about the Three Little Pigs and what they would like to find out. Once we have talked about the story and looked in detail at the characters and the plot through verbal rehearsal and pictures, children will then listen to the story with a focus on a recount. The recount will be achieved through key questions/the use of story maps and sequencing, children will verbally retell the story before completing their recounts to further develop their understanding and awareness of the story. Once the children have a solid understanding of the story, we introduce different



- Begin to use simple adjectives.
- Name all letters of the alphabet.
- Start to spell words containing the 40+ sounds.

versions, looking at what is the same/difference. We will look at who is writing the story, why is it different and which one do we think is true. Now the children have explored different versions, the children will answer the question, How could we change the story? Children will explore different materials, where would the materials come from? And What would happen? At this stage, children are also introduced to the planning framework. Children will have their first go at planning their writing and completing their imaginative piece. After the imagination stage, we will move onto our invention stage, here children develop their own character, using all the things they have learnt in their topic work to help with their decisions on the style of house and the materials used. The second half term starts with another enquiry question, What characters do you think he might visit? Children are introduced to first, second, third etc. and are encouraged to use this in their writing. To help with their understanding of the story, children will explore what a postal worker does day to day and what happens to a letter once it is posted in the post box. The children will then complete two recounts, one looking at the Jolly Postman and the second the Jolly Christmas Postman. The final recount gives the children the opportunity to show all the different skills they have learnt throughout the term. Throughout this term, children are strongly encouraged to use word mats, their taught phonics, finger space, full stop and capital letter resources to help and develop their writing. Another main area of teaching focus this term will also be handwriting and ensuring the children are forming their lower case and upper case letters correctly.

Science – National Curriculum and skills	Overview
<p>Houses and Homes</p> <ul style="list-style-type: none"> • I can make observations • I can make conclusions from my observations • To compare materials • To say whether a material is a good choice for a job and explain why • To identify and compare the suitability of everyday materials. • To use simple scientific language • To write a letter 	<p>For this topic we start with investigating basic materials and basic properties before progressing onto a wider range of materials and more complex properties. The Assessment task is linked to our 3 pigs work to give a clear purpose and familiar theme for the children to motivate and develop their thinking skills. This is followed by an investigation also linked to this theme which continues to develop children’s thinking skills about materials but also allows them to apply their understanding of the story as well. In this investigation we decided to develop prediction skills as their story knowledge can help to develop their scientific prediction skills and gives the children the opportunity to explain their prediction skills more easily. There is also a link with Maths through developing their measuring skills to consolidate measuring skills from Maths with non standard units and also introduce standard units with a</p>



- I can sort everyday materials according to their properties.
- To Make Predictions
- I can record results in a simple table.
- I can make a conclusion from what I have observed.

ruler and a metre stick. We then ask the children to write about their understanding of the investigation through their letters, which also provides a baseline for the Y2 English writing task later in the term. Once we have established some names and properties for materials in the story we move onto learning about a wider range of materials. The woolly saucepan poem provides a cross curricular link with our poetry work in English and encourages children to think about why materials don't work for certain tasks. This type of reasoning and explanation aims to give them an even deeper understanding of the properties of different materials and by justifying their thoughts children become more confident with naming materials and the different properties that they have. Now that children have a firm understanding of materials and their properties they are ready to apply these skills in a more complex investigation which again aims to develop their prediction skills. The context of the coat for Bobby and Patch gives a clear, motivating purpose for the children and they can share their findings through writing a letter, which is now a familiar genre for writing. To develop the topic to now cover more complex properties we return to the familiar themes of the 3 pigs story and 'A Squash and a Squeeze' story. The children are made aware that these are more complex properties now that they have an awareness of basic properties. Firstly, children investigate what the different properties are and then apply their skills to investigate 2 key questions – How could we block a chimney? and How many objects can we fit in a jar? We also discuss the concept of full which links to capacity work in Maths for next term – is it really full? Can we fit anything else in such as water, sand which extends children's thinking to include liquids, solids that behave like liquids and gases. We finish the topic with an assessment task, which provides the opportunity to see the levels of understanding about materials and their properties that children have developed.

History – National Curriculum and skills	Overview
Changes in living memory: Homes	This unit starts with an enquiry task to investigate where the children live and what their house looks like. The History unit then teaches children about how houses and homes have changed overtime/ different styles of houses and the different aspects of a house. This topic compliments our English story approach and our text focus and also our Design Technology this term.



Geography – National Curriculum and skills	Overview
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;<ul style="list-style-type: none">○ devise a simple map; and use and construct basic symbols in a key. <p>Place knowledge</p> <ul style="list-style-type: none">• Understand geographical similarities and differences through studying the human and physical geography of<ul style="list-style-type: none">• a small area of the United Kingdom <p>Human and physical geography</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">• <i>Key physical features including beach, cliff, forest, hill, mountain, sea, ocean, river</i>	<p>In the first Geography unit of work, the children learn about maps, we start the unit with a cold piece of work looking at the children’s knowledge of maps. Throughout this unit children will learn about map symbols, how to use a map and finish with the children creating their own map for the Jolly Postman using symbols and correct colours and lines.</p>

Design and Technology - National Curriculum and skills	Overview
<p>Technical knowledge: Structures: :Homes</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>This DT topic allows the children to develop a greater understanding about parts of a home, what homes in our local area look like and helps them to contrast this to homes in the past and in a different locality. This DT task develops fundamental cutting, drawing, template and sticking skills that can be used, developed and applied in further DT tasks across the year.</p>

Art and Design - National Curriculum and skills	Overview
<ul style="list-style-type: none">• To use a range of materials creatively to design and make products• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<p>Children learn how to draw homes and then move onto making 3D homes. Study the work of Hundertwasser and use inspiration from his designs for their own work.</p>



- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music - National Curriculum and skills

Listening and understanding music

Listen with concentration and understanding to a range of high-quality live and recorded music

Voices

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Instruments

Play tuned and untuned instruments musically

Experimenting

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Overview

Hey You! by Joanna Mangona - an Old-School Hip Hop tune written for children

This unit contains Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool.

Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.

As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.

PE - National Curriculum and skills

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Overview

Fundamental Movement

Core Task – Children to complete a games carousel to demonstrate their skills in movement and basic equipment control

Children to complete a range of games and activities to develop their movements skills including – walking, running, jumping, hopping, galloping. Changing speed and direction with movements. Using beanbags and balls to develop basic skills such as balancing, travelling, throwing and catching, rolling, dribbling. Learning to play simple games/ team games with this equipment. Learning to listen to and follow instructions and rules for a game. Develop school sports values.



	<p>Repeat Core Task – Games carousel</p> <p>Gymnastics</p> <p>Core Task – Moving along – Children to demonstrate ways they can move along a bench and across a mat. Show how they can jump and roll.</p> <p>Teach the children how to travel, balance, jump and roll. Develop these skills into a sequence.</p> <p>Repeat core task – Moving along - Children to demonstrate ways they can move along a bench and across a mat. Show how they can jump and roll.</p>
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Other Subjects	Overview
<p>RSHE</p> <p>Relationships</p> <ul style="list-style-type: none"> • I try to follow our school and classroom rules • What do I like about my friend? • What does my friend like about me? • What can I do to make others feel happy? • Why shouldn't I tease other people? <p>Mental Wellbeing</p> <ul style="list-style-type: none"> • How can we keep our mind healthy as well as our bodies? • Explore why it is ok to have a range of emotions? 	<p>Use of Circle Time activities and stories to teach these RSHE objectives.</p>
<p>Computing</p> <p>Using technology purposefully</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Use of 2 Simple (2 graph) to develop Data Handling skills.</p> <p>Use other tools/ activities on 2 Simple e.g. 2 Paint, 2 Animate to develop IPAD skills including using the programs correctly, logging on and saving work correctly.</p>



<p>RE How and why do Christians celebrate Harvest? How and why is Christmas a festival of light?</p>	<p>Children to learn about the festival of Harvest. Children to listen to and discuss the Christmas story and to complete a range of activities to develop their understanding of the story and how an why Christmas is celebrated.</p>
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Key Questions	Wider Experiences	Vocabulary
<p>Where do I live? What do different homes look like? What material is _____ made from? What properties does this material have?</p>	<p>Local area walk – Homes Christmas Panto</p>	<p>Home, detached, semi-detached, terraced, bungalow, material, material names, properties</p>

Linked Texts	Home Learning Opportunities
<p>The Three Little Pigs The Jolly Postman</p>	<p>Handwriting homework Spellings See Homes Home Learning choice grid on Seesaw</p>