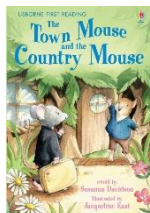
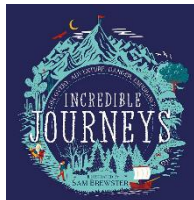


<p><u>History/Geography</u></p> <p>History</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Queen Elizabeth II, aspects of change in national life.</p> <p>Mini-project on the Coronation.</p> <p>Geography</p> <p>Talk about and describe the humans and physical geography of Newquay. To know the names of the four countries in the UK and locate them on a map. Use basic geographical vocabulary to refer to key physical features of Newquay. Understand geographical similarities and differences through studying human and physical geography of a contrasting area of the UK (London and Newquay).</p>	<p><u>Computing</u></p> <p>Grouping data</p> <p>Placing items into groups and deciding on labels for groups.</p> <p>Online Safety</p>	<p><u>Science</u></p> <p>Animals including humans- All about me</p> <ul style="list-style-type: none">• As scientists, we will learn to name the basic parts of the human body.• As scientists, we will learn to understand how our eyes allow us to see.• As scientists, we will learn to understand how our ears allow us to hear.• As scientists, we will learn to understand how our tongue allows us to taste.• As scientists, we will explore the sense of touch• As scientists, we will learn to investigate how your nose smells.	<p><u>RE</u></p> <p>What can we learn from sacred books?</p> <p>This investigation enables pupils to find out about sacred books from more than one religion. It clearly builds upon work from unit F1 (Which stories are special and why?). Pupils begin by recapping their work on special books and thinking about what makes a book 'holy'. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers. Pupils learn how different holy books are treated and that some stories appear in more than one book. You may choose to study the Bible and the Torah or the Bible and the Qur'an rather than looking at all 3 sacred books.</p>
<p><u>English</u></p> <p>The Town Mouse and the Country Mouse</p> <p>Simple narrative innovation of The Town Mouse and the Country Mouse.</p> <p>Non-Fiction</p> <p>Fact Files and report about a contrasting area, linked to geography and history topic.</p>	<div><p>Our Class book</p></div> <div><p><u>Topic Title</u></p><p>Journeys – Near and Far</p></div> <p><u>Key Question</u></p> <p>Would you rather live in the town or the countryside? Why?</p>	<p><u>Maths</u></p> <p>Number</p> <p>Place value within 50.</p> <p>This block builds on previous learning within place value. Time is spent consolidating with smaller numbers before moving on. Links are consistently made between numbers to 10 so that children are using their prior learning.</p> <p>Multiplication and Division</p> <p>We have chosen to revisit counting in 2s and 5s from the spring term before children move on to look at counting in 10s. Practical equipment is encouraged throughout this block to help cement these essential mathematical concepts with children.</p>	

<u>Wow Moment Enquiry Day:</u> At the beginning of the topic, we will be taking a virtual flight to London.		<u>Fabulous Finish:</u> Celebrations for the King's Coronation. Presentation to the other year 1 class about our contrasting localities.	
<u>Enrichment opportunities</u> Local walks. Visit to Newquay on the train. Picnic on the beach.			
<u>Suggested Learning Opportunities at Home:</u> <ul style="list-style-type: none">• Draw a story map of the main events.• Make a puppet or role-play masks for the characters in the story. Could you act out the story or re-tell the story to your teddies?• Re-write the story with different animals or add place names that you may know in the country and cities.• Find out some facts about our bodies.• Use junk modelling, to create a structure that you would find in Newquay or London.• Write a description for one of the characters in the story.• Come to school and share with your classmates, how you care for something at home. Maybe you could bring in pictures?• Learn the words and practice singing our Sing for the King song that we are going to WOW the parents with at our Coronation celebration!• Numbers to 50... practice them everywhere...let's get them the right way around...you could draw them on sand or in mud or in bubbles in the bath!• Number bonds to twenty ... keep working on them!			
<p><u>PE</u> Jumping Starting the topic by recapping jumping, in different directions, at different speeds and different levels, and understanding the different reasons when, where and why we jump in different ways. Culminating the topic in a level 1 tournament focusing on technique and competition. Rackets, bats, and balls Starting the topic by exploring a racket and ball and culminating the topic by focussing on accuracy in a number of different games.</p>	<p><u>Music</u> Coronation Song for King Charles III Sing for the King – A beautiful song that invites us to raise our voices in celebration. Charanga Your imagination A focus on pop including using instruments, improvisation, and composition.</p>	<p><u>PSHE</u> Rights and Responsibilities In this unit, children will think about our rights and responsibilities, covering the lessons below.<ul style="list-style-type: none">• Harold has a bad day• Around and about the school• Taking care of something• Harold's money• How should we look after our money?• Basic first aid</p>	<p><u>Art/DT</u> DT Food technology - Creating healthy but interesting food. Comparing the food of the town mouse and the country mouse. Whose was healthier? Pupils to create something they think is unhealthy, such as a pizza and make it healthier.</p>