


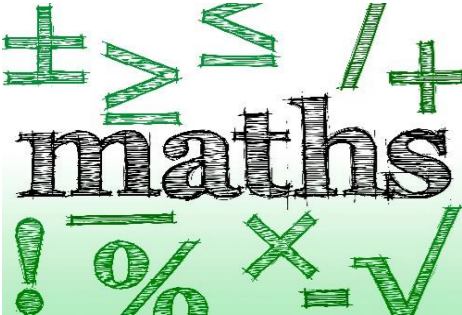
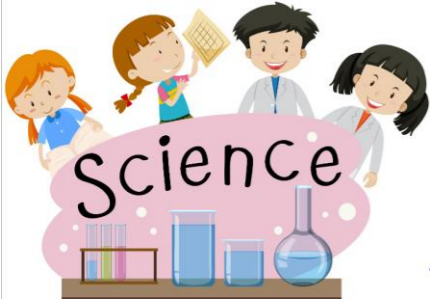



Subject Area	Learning Focus	Useful links (All links are external so please check them carefully before sharing with children 😊)
<p><b>Writing</b></p> 	<ul style="list-style-type: none"> <li>• Writing to narrate - Modern stories focus text <b>The Smartest Giant in Town</b> by Julia Donaldson. Retelling the story in their own words.</li> <li>• <b>Writing to instruct.</b> Focus text <b>First Cookbook Osborn.</b> Children will write simple instructions for pancakes.</li> <li>• <b>Writing to describe a setting</b> - Classic stories focus text <b>Funnybones</b> by J&amp;A Ahlberg. Children will write a description of the park.</li> <li>• <b>Writing to inform</b> – Real experience. Simple information text about pets</li> </ul>	<p><a href="https://www.onceuponapicture.co.uk/">https://www.onceuponapicture.co.uk/</a></p> <p><b>SPAG</b>  <a href="#">KS1 English - BBC Bitesize</a></p>
<p><b>Reading</b></p> 	<ul style="list-style-type: none"> <li>• Smartest Giant in town Julia Donaldson</li> <li>• First Cookbook - Usborne</li> <li>• Funnybones - J&amp;A Ahlberg</li> <li>• Dirty Bertie David Roberts</li> <li>• Cops and Robbers Allan Ahlberg</li> <li>• Pumpkin Soup Helen Cooper</li> <li>• The ugly five Julia Donaldson</li> <li>• It Kate Milner</li> <li>• My name is not Refugee Kate Milner</li> <li>• Milo Tom Percival</li> <li>• Tilda's Tries Again Tom Percival;</li> <li>• Wigglesworth Bottom Primary the Magic Hamster Pamela Butchart</li> <li>• Billy and the Beast by Nadia Shireen</li> <li>• Billy and the dragon by Nadia Shireen</li> </ul>	<p><a href="#">Bedtime Stories, Done Beautifully   Bedtime Stories</a></p>
<p><b>Phonics</b></p> 	<p><b>Little Wandle</b>  <b>Spring 1 weeks 1-5</b>  Week 1 /ee/ y funny /e/ ea head  /w/ wh wheel /oa/ oe ou toe shoulder  any many again  Week 2 /igh/ y fly /oa/ ow snow  /j/ g giant /f/ ph phone  who whole where two  Week 3 /l/ le al apple metal /s/ c ice  /v/ ve give  school call different</p>	<p><a href="#">For parents   Letters and Sounds</a></p>

	<p>Week 4 /u/ o-e o ou some mother young /z/ se cheese  /s/ se ce mouse fence /ee/ ey donkey  thought through friend work  Week 5 Grow the code:  /oo/ u ew ue u-e ui ou oo fruit soup  /ee/ ea e e-e ie ey y ee  /s/ c se ce ss /z/ se s zz  /oa/ ow oe ou o-e o oa  <b>Spring 2 Week 1-5</b>  Week 1 /ur/ or word /oo/ u oul awful would /air/ are share  /or/ au aur oor al author dinosaur floor walk once laugh  Week 2 /ch/ tch match /ch/ ture adventure /ar/ al half /ar/ a father*  because eye  Week 3 /or/ a water Schwa in longer words: different/o/ a want  /air/ ear ere bear there  Week 4 /ur/ ear learn /r/ wr wrist  /s/ st sc whistle science  Schwa at the end of words: actor  Week 5 /c/ ch school /sh/ ch chef  /z/ /s/ ce se ze freeze</p>	
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<p><b>Maths</b></p> 	<p><b>Number and Place Value to 20</b></p> <ul style="list-style-type: none"> <li>Counting to 20,</li> <li>Understanding numbers 11-20</li> <li>One more and one less</li> <li>The number line to 20</li> </ul> <p><b>Addition and Subtraction to 20</b></p> <ul style="list-style-type: none"> <li>Adding by counting on</li> <li>Subtract by counting back and finding the difference</li> <li>Add and subtract ones using number bonds</li> <li>Find and make number bonds to 20</li> <li>Doubles and near doubles</li> <li>Related number facts</li> <li>Missing number problems</li> </ul> <p><b>Number and Place Value to 50</b></p> <ul style="list-style-type: none"> <li>Recognising and making tens and ones</li> <li>Partitioning into tens and ones</li> <li>Number line to 50</li> <li>Estimate on a number line to 50</li> <li>One more or less to 50</li> </ul> <p><b>Measurement. length and height</b></p> <ul style="list-style-type: none"> <li>Compare length and height</li> <li>Measure length using objects</li> <li>Measure length in</li> </ul>	<p><a href="#">Key Stage 1 Maths - Topmarks Search</a>  <a href="#">ictgames    html5 Home Page</a>  <a href="#">mathsframe.co.uk/en/resources/category/22/most-popular</a>  <a href="#">KS1 Maths - BBC Bitesize</a>  <a href="#">Crickweb   Welcome to Crickweb</a></p> <p><a href="#">Numberblocks - BBC iPlayer</a></p>
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	<p><b>Mass and volume</b></p> <ul style="list-style-type: none"> <li>• Measure and compare Mass</li> <li>• Full and empty</li> <li>• Compare volume</li> <li>• Measure and compare capacity</li> </ul> <p><b>Multiplication</b> Daily NCTEM Mastery of Maths</p>	
<p><b>Science</b></p> 	<p><b><u>Weather and seasonal changes</u></b></p> <ul style="list-style-type: none"> <li>• Observe weather and changes across the four seasons.</li> </ul> <p><b><u>Animal investigators</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds &amp; mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul> <p><b><u>Marvellous Materials</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• -Compare and group together a variety of everyday materials on the basis of their physical properties.</li> <li>•</li> </ul>	<p><a href="#">Geography   KS1   KS2   The seasons   BBC Teach</a>  <a href="#">Time Lapse of the Changing Seasons   BBC Teach</a>  <a href="#">It's All About Time - Why Do Seasons Change   Get Set Galactic   CBeebies</a></p> <p><a href="#">Animals including humans - KS1 Science - BBC Bitesize</a>  <a href="#">Animals: KS1 Science resources - BBC Teach</a>  <a href="#">Everyday materials - KS1 Science - BBC Bitesize</a>  <a href="#">Bitesize Daily: 5-7 Year Olds - Science 5-6 Year-Olds: 5. Everyday Materials - BBC iPlayer</a>  <a href="#">Testing the strength of different materials   BBC Teach</a>  <a href="#">Year 1: Everyday Materials   STEM</a></p>
<p><b>RE</b></p> 	<ul style="list-style-type: none"> <li>• Christmas</li> <li>• Jesus, teacher and healer</li> <li>• Forgiveness</li> <li>• Lent</li> <li>• Holy Week</li> <li>• Other Faiths – Focus on Sikhism -visit to Gurdwara</li> </ul> <p><b><u>Virtues</u></b></p> <ul style="list-style-type: none"> <li>• Grateful and Generous</li> <li>• Attentive and Discerning</li> </ul>	<p><a href="https://youtu.be/AhuKeFX9HpE">https://youtu.be/AhuKeFX9HpE</a> Nativity  <a href="#">beginners bible jesus teacher and healer videos - Search Videos</a>      Forgiveness <a href="https://youtu.be/osfQg4yKtq8">https://youtu.be/osfQg4yKtq8</a>  <a href="https://youtu.be/IYcqT7xgtAY">https://youtu.be/IYcqT7xgtAY</a>  <a href="#">What happened to Jesus in Holy Week? - BBC Bitesize</a>  <a href="#">What is Lent? - BBC Bitesize</a>  <a href="#">Bing Videos</a> Lent  <a href="https://youtu.be/qdrPhxqRP9I">https://youtu.be/qdrPhxqRP9I</a> Holy week  <a href="https://youtu.be/mQq7Ghye7jM">https://youtu.be/mQq7Ghye7jM</a> Sikhism  <a href="#">How Sikhs show care – KS1 Religious Education – Primary Y1 - BBC Bitesize</a>  <a href="#">Sikhism - KS1 Religious Education - BBC Bitesize</a></p>
<p><b>History</b></p>	<p><b><u>Up, Up and Away – History of flight</u></b></p> <ul style="list-style-type: none"> <li>• Why are the Wright Brothers significant?</li> </ul>	<p><a href="https://youtu.be/iKdQDX20Epw">https://youtu.be/iKdQDX20Epw</a>  <a href="#">Travel and transport   KS1 topics   BBC Teach</a></p>

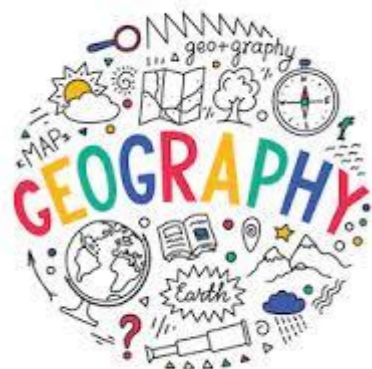


- What happened during the first flight?
- Why is Sir Frank Whittle significant?
- What was Amelia Earhart's main achievement?
- What was Bessie Coleman's main achievement?

**Historical skills:** • Chronology • Using and interpreting historical sources • Compare and contrast • Explain historical reasoning

[Bessie Coleman | 3 Minute History Cartoon](#)  
[Go Jettters - Series 3: 10. Go Jetter Heroes: Amelia Earhart - BBC iPlayer](#)  
[History KS2 | Explorers: Amelia Earhart | BBC Teach](#)  
[The Wright Brothers, First Successful Airplane \(1903\)](#)

## Geography



**Solihull Sights – Local area**

- Where is Solihull and what settlements are there?
- Where is Shirley and what human and physical features can you find there?
- Where is Hampton-in-Arden and what human and physical features can you find there?
- What is the same and what is different between Shirley and Hampton-in-Arden?
- How can we look after villages and towns?

**Knowledge Concepts:** • Place Knowledge • Human Geography • Physical Geography • Global Challenges

[What are human and physical features in geography? - BBC Bitesize](#)  
[How to understand geographical fieldwork - BBC Bitesize](#)  
[My local area - BBC Bitesize](#)



## Music




**Dinosaurs**  
Inter-related dimensions of music, exploring dynamics, timbre, tempo and pitch through the topic of Dinosmusic, exploring dynamics, timbre, tempo and pitch through the topic of Dinosaurs. Listening; identifying sounds, changes in pitch, matching instruments to sound.  
Composing: consider timbre, dynamics and tempo, explore pitch, and order sounds.  
Performing: use dynamics, pulse and tempo, percussion, graphic score, follow a conductor, chanting, and understand changes in pitch. □ Social: co-operation, collaboration, respect, communication, leadership. □ Emotional: confidence, empathy, persevere □ Thinking: select and apply, comprehension, feedback.

**Carnival of the animals**  
Pupils learn to explore some of the inter-related dimensions and use this in their singing, performing, improvisation and composing. Listening; identify instruments, match instruments to a theme, respond with movement and recognise changes in music.  
Composing; improvise, use dynamics and tempo and explore character Performing: ostinato, playing and singing together, explore dynamics, tempo, timbre and pitch, call and response. Social; communication, co-operation, collaboration, support and respect. Emotional: determination, empathy, self-control,

[What are pulse and rhythm in music? - BBC Bitesize](#)  
[Vocal warm up - BBC Bitesize](#)  
[Play it!, Music - BBC Bitesize - Primary Games - BBC Bitesize](#)

	<p>independence, confidence. Thinking: creativity, reflection, comprehension, select and apply.</p>	
<p><b>ART/D&amp;T</b></p> 	<p><b>D&amp;T Mechanism Wheels and axels</b></p> <ul style="list-style-type: none"> <li>• To understand how wheels move.</li> <li>• To identify what stops wheels from turning.</li> <li>• To design a moving vehicle.</li> <li>• To build a moving vehicle.</li> </ul> <p><b>Art – Painting and Mixed Media: Colour splash</b></p> <ul style="list-style-type: none"> <li>• To investigate how to mix secondary colours.</li> <li>• To apply colour mixing when painting.</li> <li>• To explore colour when printing.</li> <li>• To experiment with paint mixing to make a range of secondary colours.</li> <li>• To apply their painting skills when working in the style of an artist</li> </ul>	<p><a href="#">What is a wheel and axle mechanism? - KS1 - BBC Bitesize</a></p> <p><a href="#">What is a wheel and axle mechanism? - KS1 - BBC Bitesize</a></p>
<p><b>PE</b></p> 	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To explore travelling movements.</li> <li>• To develop and combine travelling movements.</li> <li>• To develop quality when performing and linking shapes.</li> <li>• To develop quality when linking shapes.</li> <li>• To develop stability and control when performing balances.</li> <li>• To develop stability and control when performing balances.</li> <li>• To develop technique and control when performing shape jumps.</li> <li>• To develop technique and control when performing shape jumps.</li> <li>• To develop technique in the barrel, straight and forward roll.</li> <li>• To develop rolls and use them in a sequence.</li> <li>• To link gymnastic actions to create a sequence.</li> <li>• To develop quality in gymnastics sequences.</li> </ul> <p><b>Yoga</b></p> <p>In this unit pupils learn about body awareness and mindfulness. They begin to learn poses and techniques that will help them to connect their mind and body. This unit looks to improve well being by building strength, flexibility, co-ordination and balance. It includes breathing and meditation through fun and engaging activities. Pupils work independently with a partner or small group.</p> <p><b>Skills:</b> Physical- balance, co-ordination, strength and flexibility  Social -move safely, listen to others, collaborate  Emotional- concentration, focus, identify feelings</p> <p><b>Thinking</b> – observation, copy and repeat, recognise, create, select and apply</p>	<p><a href="#">5-a-day Fitness: Pirate Sing-Along</a>  <a href="#">Mindful Monday Yoga - KS1 Mike the monkey</a>  <a href="#">Reach For The Stars: Yoga Club (Week 8)   Cosmic Kids</a>  <a href="#">Physical Education KS1 / KS2: Let's Get Active - BBC Teach</a></p> <p><a href="#">PE at Home for KS1 &amp; Foundation - Ball Skills (youtube.com)</a></p>

	<p><b>Invasion Games</b> -Teams try to score in the oppositions goals. Examples are football, rugby, handball, netball, hockey and basketball. Pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands as well as dribbling with both feet and hands. They have the opportunity to play both even and uneven sided games, They learn how to score points and how to play by the rules</p> <p><b>Skills</b> -Physical – dribble, throw catch. Kick, receive run jump change direction and speed.</p> <p><b>Social</b> – supporting others, co-operation, communication and kindness</p> <p><b>Emotional</b> – perseverance, honesty, confidence</p> <p><b>Thinking</b> – comprehension, identify strength and areas for development, select and apply</p> <p><b>Striking and fielding games</b> – There are 2 teams. One the batting team trying to score points and one the fielding team trying to stop them from scoring. Examples are cricket and rounders. Children develop their understanding of the principle of defending and attacking for striking and fielding games.</p> <p><b>Skills</b> – Underarm and overarm throw, track, catch, bat. Communication, collaboration, support and encourage others, kindness. Honesty and perseverance. Use tactics, select and apply, decision making.</p>	
<p>Computing</p> 	<p><b>Programming – Bee-Bots</b></p> <ul style="list-style-type: none"> <li>• To explore a new device.</li> <li>• To create a demonstration video.</li> <li>• To plan and follow a precise set of instructions.</li> <li>• To program a device.</li> <li>• To create a program that tells a story.</li> </ul>	<p><a href="#">Keeping safe online - BBC Bitesize</a>  <a href="#">Take a minute - Safer Internet Day 2018 film for 3-7 year olds</a>  <a href="#">Bee-Bot Online Emulator</a></p>

RHE



**Module Two: Created to Love Others** explores the understanding that we have been created out of the love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies from developing healthy relationships and keeping safe both online and in our daily lives.

[Jessie Friends videos](#)

**Trips and Visits**



Visit to the Gurdwara – R.E.  
A walk of our local area – Geography  
Forest School – Bills Wood – outdoor learning, 6 week programme.