

## Year 1 Pentecost Term Topic Web

	Pentecost 1	Pentecost 2
<b><u>RE (Come and See)</u></b>	<p>The children will be exploring the topic of Holidays and Holydays, focusing on the coming of the Holy Spirit and the Pentecost story. Children will think about how the Holy Spirit makes us better people.</p> <p>Children will learn about ‘Being Sorry’ focusing on reconciliation and forgiveness. The children will explore good choices and wrong choices, thinking about a time when they may have had to say sorry and how they made things better.</p> <p><b><u>Judaism:</u></b> As part of our ‘other faiths’ curriculum, we will spend 1 week studying Judaism</p>	<p>The children will be exploring the topic of ‘Neighbours’ Children will be focusing on how to treat one another with respect in addition to listening to bible stories about how Jesus treated his ‘neighbour’s’.</p>
<b><u>English</u></b>	<p>The children will be reading and writing a range of poems. The children will be focusing on the features of a poem such as alliteration, rhyming couplets, rhythm and repetition.</p> <p>The children will also be looking at non-fiction texts. The children will be consolidating the use of capital letters, full stops and finger spaces in their writing. The children will continue to use joining conjunctions/ to extend their sentences. The children will be using time conjunctions to start sentences such as ‘one sunny morning’, ‘next’, ‘after that’, ‘then’, ‘finally’.</p> <p><b><i>There will be a strong focus on Phonics due to the forthcoming phonic screening.</i></b></p>	<p>The children are also focusing on fiction texts using ‘Talk for writing’ as a means of developing their writing skills. Children will be developing their sentence sequencing skills to form narratives in the correct order of events. Children will be consolidating their understanding of how to use and apply adjectives correctly when describing people/objects/places in addition to using joining/ time conjunctions.</p> <p>The children will be focusing on non-fiction text using a variety of sources to gather information. This information will be used to write information texts, which will be used as information boards and fact files about their favourite animals. The children will also design a leaflet, with pictures, lists and labels etc.</p> <p><b><i>Children will be consolidating all English skills in preparation for Year 2.</i></b></p>
<b><u>Maths</u></b>	<p><b><u>Number: Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>Count in multiples of twos, fives and tens.</li> <li>Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul> <p><b><u>Number: Fractions</u></b></p> <ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul> <p><b><u>Geometry: position and direction</u></b></p> <ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three quarter turns.</li> </ul>	<p><b><u>Number: Place Value</u></b></p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 100 in numerals.</li> <li>Given a number, identify one more and one less.</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</li> </ul> <p><b><u>Measurement: Money</u></b></p> <ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes.</li> </ul> <p><b><u>Time:</u></b></p> <ul style="list-style-type: none"> <li>The children will be able to tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. They will be able to sequence events in a chronological order using the language of: Before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> </ul> <p><b><i>Children will be revisiting and consolidating all Maths skills in preparation for Year 2.</i></b></p>
<b><u>Science</u></b>	<p><b><u>On Safari:</u></b> To identify and name a variety of common invertebrates. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common invertebrates.</p>	<p><b><u>Holiday:</u></b> To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To describe and compare the structure of a fish with humans and some other animals</p>
<b><u>Computing</u></b>	<p>The children will explore spreadsheets: they will be Introduced to spreadsheets, adding images to a spreadsheet and using the image toolbox, using the ‘speak’ and ‘count’ tools in 2Calculate to count items</p>	<p>The children will be exploring technology outside school: they will find examples of where technology is used, record examples of technology outside school.</p>
<b><u>History/Geography</u></b>	<p><b><u>Geography:</u></b> Children will investigate the school grounds, using their senses to complete a sensory trail. Children will also explore maps, representing areas of the school grounds using keys.</p>	<p><b><u>History:</u></b> The children will be learning about the toys from Victorian era. They will be comparing the ways children played in the past with toys and games from present times.</p>
<b><u>Art</u></b>		<p>The children will study sculpture, finding out what sculpture is and what materials can be used, and looking at some examples.</p> <p>The children will design and sculpt an animal, based on a real animal or an invented one!</p>
<b><u>Design and Technology</u></b>	<p>Children will make observational drawings of mini-beasts using graphite and oil pastels</p> <p>Children will create a clay model of their mini-beasts drawing. The children will develop their skills in joining and manipulating clay.</p> <p>Children will also have the opportunity to work collaboratively to create a large 3D sculpture of a mini-beast.</p>	
<b><u>Music</u></b>	<p>In this unit the learning will be focused around bodies and animals. The children will experience the approach to music where games, the interrelated</p>	<p>In this unit the children will focus on African styled music. Children will learn the song as well as investigate the interrelated dimensions of music through</p>

	dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	games and singing.	
<u>PE/Games</u>	The children will master movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.	The children will perform a dance in small groups, using repetitive, simple movement patterns.	<p>The children will participate in team games, developing simple tactics for attacking and defending.</p> <p>This term the children will be developing their ball skills.</p>
<u>PSHE</u>	The children will learn why rules are necessary to keep people safe, how to notice signs a neighbour is in trouble and call the emergency services, about the safe use of medicines and how our choices can help or hurt other people. Children will also consider how to make choices when balancing their needs with the needs of others.	The children will learn what a community is, the different people in their community and how people help each other. The children will investigate why rules are important and what contribution can they make to their community?	