

# Engage



Lets have a teddy bears picnic! Who could we invite? How about some of the younger children. We could cook something for them and then invite them to a little tea party. We could watch how they act and then we could think about how much we have grown and changed since we were their age.



## Memory Box

# Express

What are our class memories? Look back at everything that has happened since September. What is the same? What is different? Perhaps write a class song to express this?

Lets make our own memory boxes. A memory box is a special place for you to keep important and treasured memories. You can put in special things that belong to you, like an old toy, something you had as a baby, photographs, letters, drawings and other things that will remind you of precious and memorable times. What will you put in your special box?



# Innovate

### English:

- \* Fiction: Paper Dolls by Julia Donaldson
- \* Narrative (own experiences): Owl babies by Martin Waddell, The Ugly Duckling, Daisy eat your peas by Kes Gray, My dog is as smelly as dirty socks – Hanoch Piven
- \* Non-fiction instructions and recipes: The gingerbread man, How To Make An Apple Pie and See the World by Marjorie Priceman, Sam's sandwich by David Pelham, Stone Soup by Tony Ross
- \* Poetry - rhyming couplets: A Great Big Cuddle: Poems for the Very Young by Michael Rosen & Chris Riddell, Crazy Mayonnaisy Mum by Julia Donaldson and Nick Sharratt
- \* A poem a day for the year: I am the seed that grew into the tree

### Maths:

- \* Consolidation week to look at maths skills covered in the Autumn term.
- \* White Rose block five = Addition and subtraction within 20.
- \* White Rose block six (first half) = Number and place value within 50.

### Science:

- \* Observe objects, materials, living things and changes over time, sorting and grouping them based on key features.
- \* Draw and label the main parts of the human body and say which body part is associated with which sense
- \* Observe and describe weather associated with spring and how day length varies.

### Art:

- \* Describe and explore the work of significant artists. Use them to inspire your own celebration painting.
- \* Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- \* Make simple prints and patterns using a range of liquids including ink and paint.
- \* Represent your face, using drawing, painting or sculpture with some attention to facial features.
- \* Communicate their ideas simply before creating artwork to create family portraits.

### Design and Technology:

- \* Select and use a range of materials and explain their choices (making celebration cards and memory boxes)

### Geography:

- \* Describe how pollution and litter affect the local environment and school grounds.
- \* Identify natural and man-made materials in the environment.

### History:

- \* Identify similarities and differences between ways of life within or beyond living memory by looking at how toys have changed over the years and how cameras have changed over the years.
- \* Describe important events in the school's history and look at what school was like in the past compared with now.
- \* Describe an aspect of everyday life within or beyond living memory. E.g. look at how people wash clothes.
- \* Order information on a timeline to show how travel and transport has changed over time.

### Computing:

Rising Stars Unit 1:3 We are painters. Illustrating an eBook.

**Music:** Charanga unit 3—In the Groove—Explore singing together, rhythm, dynamics, pitch and tempo.

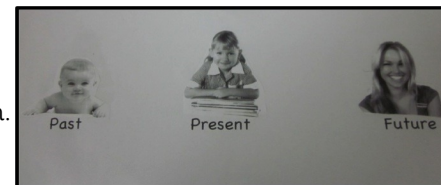
**RE:** Unit 1:6- What makes some places significant? What makes some places sacred to believers? Explore different places of worship from different religions.

**PE:** Ball skills, general fitness and dance. Explore moving in different ways and learn to control these movements.

**PSHE:** Jigsaw unit 3—Dreams and Goals. Learn about ourselves and how our achievements shape us.

### Children will learn about:

# Develop





## Memory Box



# Ideas for home learning



- ♦ Look at photos of your family. Look at how they have grown and changed from when they were babies.
- ♦ Find out about what life was like for your relatives when they were growing up.
- ♦ Make your own family tree.
- ♦ Make your own personal timeline to show how you have grown and changed.
- ♦ Make some handprint and footprint artwork so that you can look back in years to come and remember how big your hands and feet were when you were in year one.
- ♦ What are some of your favourite things? Make a fact file about yourself. Perhaps you could even write and illustrate it as an autobiography?
- ♦ Go on some family adventures and try new things together to make some more family memories.

