



<p><b>Science - Understanding of the world</b></p>	<p><b>The World: Talks about why things happen and how things work. Children know about similarities and differences in relation to objects and materials.</b></p> <ul style="list-style-type: none"> <li>• Explore different types of travel</li> <li>• Paper aeroplanes - link with Expressive Arts and Design - science of flight / exploring air!</li> <li>• Bottle rockets - exploring air!</li> <li>• Parachutes - exploring air!</li> <li>• Observe seasonal change</li> </ul> <p style="text-align: right;">} Air-mazing! Air pressure and how air moves and acts.</p>
<p><b>Computing - Technology</b></p>	<p><b>Technology: Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</b></p> <ul style="list-style-type: none"> <li>• YR1s - Espresso - Coding</li> <li>• Espresso Phonics - To develop and build on phonics skills</li> <li>• Espresso - Understanding the World - Link with topic! Video clips about other countries and festivals</li> <li>• Youtube - different types of travel - Adult-led</li> <li>• My World</li> <li>• 2simple collection - 2paint - revelation natural art - linked to topics</li> <li>• MathBase - To develop and build on skills in maths</li> <li>• Letters and Sounds - Adult-led - To support teaching in Phonics</li> <li>• Listening centre - Link with Literacy and Communication and Language</li> </ul>
<p><b>Humanities - Understanding of the World</b></p>	<p><b>People and Communities: They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p> <p><b>The World: Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.</b></p> <ul style="list-style-type: none"> <li>• Invite visitors to talk about other cultures and religions</li> <li>• World maps, globes and atlases</li> <li>• Posters and pictures showing scenes from other countries + famous landmarks</li> <li>• Look at the patterns on different national flags</li> <li>• Climates in different countries</li> <li>• Talk about festivals and celebrations from other countries</li> <li>• Learn to say 'hello' in different languages - 'All Around the World' book - Link with Communication and Language: Speaking</li> <li>• Look at artefacts from around the world e.g. Russian dolls</li> </ul>
<p><b>Art &amp; DT - Expressive Arts and Design and Being Imaginative</b></p>	<p><b>Exploring and Using Media and Materials: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>Moving and Handling: Children show good control and co-ordination in small movements.</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>• Manipulates materials to achieve a planned effect</li> <li>• Draws lines and circles using gross motor movements</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with scissors</li> <li>• Uses simple tools to effect changes to materials</li> <li>• Represent their own ideas, thoughts and feelings through art and design and technology</li> <li>• Create simple representations of events, people and objects</li> </ul> <p><b>Context:</b>  Make Japanese folded paper fans, Weaving, Rangoli patterns from India, Clay pots, Indian Henna patterns, Australian indigenous Art - Aboriginal Dot Painting, African Masks</p>
<p><b>R.E. - Understanding of the World</b></p>	<p><b>People and Communities: They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p> <p><b>Discovery R.E. Scheme followed weekly:</b>  Persian New Year + Holi  <b>Theme:</b> Easter  <b>Key Question:</b> What is Easter?  <b>Religion:</b> Christianity  <b>Christian Concept:</b> Salvation  <b>*Create an Easter Garden for the Easter Service*</b></p> <ul style="list-style-type: none"> <li>• Visitors in to talk about different cultures / countries</li> </ul>

## Holly Class: Term 4 – Year B

<p><b>P.E. – Physical Development and Health and Self-Care</b></p>	<ul style="list-style-type: none"> <li>• Bollywood dancing <a href="https://www.youtube.com/watch?v=YYX8e8l55zs">https://www.youtube.com/watch?v=YYX8e8l55zs</a> - Link with Expressive Arts and Design - Begins to build a repertoire of songs and dances + Creates movement in response to music.</li> <li>• Regularly taste different foods from around the world - Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Simple Origami - cutting / fine motor skills</li> <li>• Look at and try on different national or religious costumes/head coverings - Manages own personal needs successfully, including dressing.</li> <li>• Dance to music from around the world - Link with Expressive Arts and Design - Begins to build a repertoire of songs and dances + Creates movement in response to music.</li> </ul> <p><b><i>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</i></b></p> <ul style="list-style-type: none"> <li>• P.E. Expectations and safety rules - Talk about ways to stay safe.</li> <li>• Monday pm - Gymnastics - Different types of rolls, balances, moving in different ways across apparatus. Team games + games for warm ups. Focus on stretches for cool downs.</li> <li>• Wednesday pm - Mrs Lythell: gymnastics - basic skills (forward rolls and gym shapes etc.) A few weeks spent on flight.</li> </ul>	
<p><b>Music – Expressive Arts and Design</b></p>	<p><b><i>Exploring and Using Media and Materials: Children sing songs, make music and dance, and experiment with ways of changing them.</i></b></p> <p><b><i>Being Imaginative: They represent their own ideas, thoughts and feelings through music and dance.</i></b></p> <ul style="list-style-type: none"> <li>• Sing songs, make music and dance, and experiment with ways of changing them</li> <li>• Represent their own ideas, thoughts and feelings through music and dance</li> <li>• <b><i>Taught predominantly through singing with Mrs Schonfeld:</i></b> Rhythm, speed, volume of voice, call and response, use of actions.</li> <li>• Listening centre - music and stories to support our topic</li> <li>• Explore instruments - <b><i>African Drumming</i></b></li> <li>• Listen to and learn songs from other countries i.e. Frere Jacques</li> </ul>	
<p><b>P.S.H.C.E – Personal, Social &amp; Emotional Development</b></p>	<p><b><i>People and Communities: They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></b></p> <ul style="list-style-type: none"> <li>• Collect water in containers in the garden and talk about the importance of water in different countries and how we need to use water carefully</li> <li>• Golden rules</li> <li>• We are all different but we are all unique and special - Tolerance</li> <li>• School values</li> <li>• Mindsets - How to be a growing learner?</li> </ul>	<p><b>P.S.H.C.E Scheme followed weekly – Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• Making friends</li> <li>• Standing Up For Yourself</li> <li>• Challenge</li> <li>• Never Giving Up</li> <li>• Setting a Goal</li> <li>• Obstacles and Support</li> </ul>