

# WHAT'S THE WEATHER LIKE TODAY?



During this sequence of teaching, year 1 will be finding out about the weather both in the UK and far away places like the north and south poles. In science the theme will enable the class to look at aspects such as weather appropriate clothing, thinking about the materials used and their function. English will cover 3 different genres: narrative through the book *Stanley's Stick* by John Hegley, rhyme and nonsense poems based on the book *Oi Frog!* by Kes Gray and rules and recounts through the use of the books *Ruby's Worry* and *Ravi's Roar* by Tom Percival.

## SCIENCE

Through the theme of polar places:

- Describe the simple physical properties of a variety of everyday materials.
- Ask simple questions and recognise that they can be answered in different ways.
- Compare and group together a variety of everyday materials on the basis of their simple properties.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

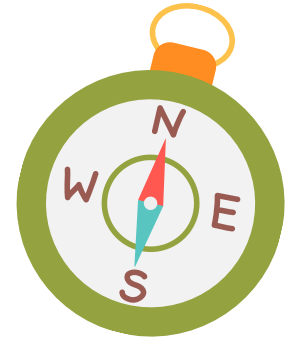
## DT

- To describe where fruits and vegetables grow.
- Cutting and juicing: To practise food preparation skills.
- To select ingredients for a recipe.
- Making smoothies: To apply food preparation skills to a recipe.
- To evaluate against the design brief.



# GEOGRAPHY

- To know where the UK is.
- Name and know about the 4 seasons.
- Find out about compass directions Know about different types of weather and if it is the same everywhere in the UK
- To know how people prepare for the weather



# MUSIC

- Identify different sound sources
- Respond physically when composing music
- Respond physically when appraising music, identify well defined musical features
- Identify long and short sounds in music
- Identify how different sounds can give a message
- Identify the pulse and join in getting faster and slower together
- Create and choose sounds in response to a given stimulus
- Create sound effects
- Play instruments in different ways
- Identify different groups of instruments
- Perform long and short sounds in response to symbols
- Perform together and follow instructions that combine the musical element

# PE

- To describe how my body feels before, during and after an activity
- To show how to exercise safely
- To understand why being active is good for them
- To copy and repeat actions and skills · To move with control and care
- To repeat and explore actions with control and coordination
- To describe what they and other people did accurately
- To say how they could improve
- To talk about what is different between what they did and what someone else did
- To perform some dances using simple patterns and sequences
- To move around the space safely
- To dance with control and co-ordination
- To dance imaginatively changing rhythm, speed, level and direction

- Move in time to music
- Copy, remember and repeat actions
- Use simple devices such as mirroring and synchronisation

# COMPUTING

- Recognising that buttons cause effects and that technology follows instructions
- Learning that an algorithm is a set of step by step instructions used to carry out a task, in a specific order
- To follow a basic set of instructions/algorithm
- Understanding the ways we can use the internet
- Developing confidence with the keyboard and the basics of touch typing