

English

- Narrative – Hansel and Gretel – Change the villain character in the story for another from a similar story
- Using a digital stimulus – Use imagination to describe being taken into a forest. What is it like? How did you feel? What did you see? Linking to senses.
- Write a recipe to teach someone how to make a house of sweets
- Tell stories and describe incidents from their own experience in an audible voice
- Retell stories, ordering events using story language describing animals seen in the park
- Explore and discuss the character Percy Park Keeper Discuss why the story is a good story; plot, characters, pictures, funny etc.
- To read a biography. To make simple evaluations of books read. To learn about an author.
- Use story stones of key characters to create a story map of their own Percy Park adventure
- Fact File of favourite animal found in the park – Squirrel, owl, fox, rabbit etc.
- Role play the characters using masks to develop speaking and listening skills
- Read 'The Secret Path'. Discuss Percy's job; what tasks does he have to do in the day? Write a list on the board. How does Percy know what to do? How does Percy's work help the animals and the people who use the park? Look at the verbs used to describe how the animals and Percy move.

Year 1 Curriculum Links Spring 1

Into the forest



Enrichment:

Teddy Bear's picnic

Immersion:

Access Forest School –

Hansel and Gretel finding sweets linking to the book

Mathematics

- Money – Sweet shop role play
- Application – Range of maths problems delivered through a treasure hunt in and around school.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least using sweets from Hansel and Gretel's house
- Fractions - Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity find and name a quarter as 1 of 4 equal parts of an object, shape or quantity– linked to the animal feed for Percy Park Keeper
- Measure and practically weigh produce for Percy – Bird feed, rabbit feed and chicken feed etc.
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] linked to Percy's daily routine timetable
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns use Beebots to navigate Percy through the park or Hansel and Gretel

Geography

- Mapping skills – Percy the Park Keepers route around the park
- Understand the concept of an aerial perspective. -- draw objects from the side and above and discuss the differences. Draw plans (aerial views) of objects arranged on a desk or the classroom floor, beginning with looking down on the objects from above. Use this knowledge to create a new Park for Percy the park keeper to look after.
- Understand the spatial layout of the school: buildings, playground, field, entrance, etc.
- Be able to read a simplified map of the school/ forest school
- Discuss where things are in relation to each other and how to navigate around the school grounds using the points of the compass: north, south, east and west.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Art & Design

- Explore artwork by illustrators. Create new illustrations for a book – linked to change of character in Hansel and Gretel
- Explore the artist Mondrain

PE

- Gymnastics – Curling and stretching creating different shapes
- Travelling – How would you move around the forest? How trees move? Hide and seek in the forest
- Supporting weight – bridges take weight on different parts of the body – creating bridges in the forest – Three Billy Goats gruff
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

SMSC

- Moral - Role play activities linked to the story Hansel & Gretel - hot seating / interviewing characters from the story. How are they feeling at particular points and 'Conscience Corridor' activities - should Hansel and Gretel go into the gingerbread house?

RE

- Share stories of Jesus and his friendship towards his disciples and discuss how he showed his friendship and the choices he had to make.
- **Theme:** Jesus as a friend
- **Key Question:** Was it always easy for Jesus to show friendship?
- **Religion:** Christianity

Science

- What plants need to grow - Investigate what plants need to grow by putting cress seeds in different conditions and recording observations
- Naming and describing parts of plants - Show a small pot plant carefully remove the plant from the pot, gently brushing of the soil from around the roots. Explain why each of these is very important.
- Demonstrate how plants absorb water through the stem by using straws
- Deciduous and Evergreen - Visit forest school and gather some examples of deciduous and evergreen leaves. Study their different shapes, sizes, colours and textures. Look at images of trees and sort them into evergreen or deciduous. Sort images of trees into seasons.

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Music

- Create a soundtrack for Percy the Park Keeper using percussion instruments, tuned and untuned.
- Make a sound log book make logbooks using simple book-making techniques or record them with devices such as Easi Speak sound recorders: record the sounds that they hear inside and outside and how the sounds make them feel. Draw pictures of the different sounds.
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

DT

- Design a healthy house
- Design and make ginger bread men – cooking
- Create a suitable shelter for an animal in the Forest School

Forest School

- Storm damage linked to Percy and the Park Keeper – tidying up
- Make wind chimes

History

- Research and understand the importance of famous explorers – Christopher Columbus
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Computing

- Create algorithms for manoeuvring a Beebot or floor turtle around Percy's Park linking in the mathematical language from the maths target.
- Learn how to create and fill shapes and layer those shapes within a digital canvas to create complex images using the work of different artists as a stimulus.
- Show how to create shapes and fill them using a graphics package. Use the graphics package to create their own Mondrian inspired works.