



Get Out Of My Swamp! Year 1

Homework

Power project 1 - 'Shrek - Get out my Swamp'

Trips

Drayton Manor - winter wonderland

Meet Santa and 4D experience of film.

Environment walk of local area - geographical features of buildings.

Enrichment

Visits and experiences:

Come to school dressed as Fairy Tale characters - swamp day!

Bakery experience:

Making and decorating Gingerbread men.

Celebrate

Invite parents and carers into school for a celebration banquet at Far Far Away.

Role play area

'Shrek' swamp setting

Personal Development

Spiritual

Considering the beauty of nature - different settings

Moral

Right and wrong - discussion of morals in traditional tales

Social

Children will work collaboratively: planning and organising a cake sale.

Cultural

Food - linked to RE and comparison of different settings and cultures.

Citizenship

- Jigsaw
 - Being me in my world
 - Celebrating differences

Rights Respecting Schools

Article 13 - The right to find out things and share what you think with others by talking, sharing, writing and any other way unless it harms or offends other people.

Article 29 - your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, respect the environment and protect other people.

Religious Education

Creation

- To recognise different parts of God's creation and be able to show appreciation for it.
- To know and be able to sequence the story of creation.
- To be able to write prayers for use in a harvest liturgy associated with God's creation.
- To know the story of St Francis of Assisi.

Prayer

- To understand that prayer is a special way of spending time with God and to be able to describe ways in which they pray.
- To be able to identify what they want to praise, thank and ask God for in prayer and be able to include these in their own prayers.
- To understand how some things can help Christians pray and they way in which Christians give praise and thanks to God in traditional prayers

Families and Celebration

- To be able to describe celebrations in which they have been involved at home or in school and to identify celebrations as an important part of family life.
- To understand that Mass is an important celebration for God's family and be able to describe the different words, actions and gestures that take place.
- To understand that in Jesus' life, his family and friends celebrated together and know the stories that tell of this.

Advent

- To understand that Advent is a time of waiting and preparation for the celebration of the birth of Jesus.
- To know how the season is structured and be able to explain some ways in which the season is celebrated at home, in the parish and in school.
- To be able to explain the importance of making preparations for the celebration of Jesus' birth and identify some ways of doing this.
- To understand that Advent is a time of joy and to be able to participate in a special liturgy to celebrate this season

Get Out Of My Swamp: Links to National Curriculum Framework

English

Traditional Tales

identify the main characters and events in fairy and traditional tales.

retell a familiar fairy or traditional story in chronological order using some traditional story language.

talk about the appearance, behaviour, characteristics and motives of characters.

write character profiles.

read a simple text aloud using some expression.

write their own version of fairy or traditional tales, using a series of complete sentences in chronological order

write an original or adapted story as an assessment activity using a typical problem and resolution structure and story language.

Cumulative Stories

identify the main events in cumulative stories, sequencing them in chronological order.

retell a story in chronological order using appropriate story language.

can identify main characters and events in a story using evidence from the illustrations and text.

can re-enact a story, sequencing the main events correctly and using phrases from the text.

can write simple sentences to tell a story or recount events based on stories heard and read, using story language where appropriate.

discuss how narratives on screen or audio are presented and express opinions about different stories and how they are structured.

write their own versions of cumulative stories, using a series of complete sentences organised in chronological order.

write an original or adapted story version as an end of unit assessment activity.

Mathematics

- Number: Place Value
- Number: Addition and Subtraction
- Geometry: Shape

Science

The Animal Kingdom

- Identify and name a variety of common British animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

History and Geography

- Use basic geographical vocabulary to refer to key physical features including forest, hill, mountain, river, and valley.
- Use locational language (e.g. near and far) to describe routes.

History:

- Use simple vocabulary relating the passing of time such as 'before', 'after', 'past', 'present',

Art and Design and Design Technology

Art

- Use drawing, painting and sculpture to share their ideas and imagination.
- Use a range of materials to design and make products.

Design Technology:

- Aspect of D&T -Food
- Focus - Healthy and varied diet

Music, Languages and Physical Education

Music:

- Play untuned instruments musically.
- Make and combine sounds using the inter-related dimensions of music.

PE

- Develop basic movement skills and spatial awareness through a range of activities
- Participate in team games and learn how to work with others.

Computing

- We are Treasure Hunters
- We are Tv Chefs