



## Home Sweet Home

WE ARE FOLLOWING WHITE ROSE SCIENCE

**SCIENCE: PREVIOUS LEARNING CHILDREN NEED TO BE SECURE WITH**

- Plants need certain conditions in order to grow well

**SCIENCE: PREVIOUS LEARNING CHILDREN NEED TO BE SECURE WITH**

- The work of Greta Thunberg
- Recycling is a way in which we can help the planet

**Science: PLANTING A ( 1 week)**

- Explore plant growth

**Science: CARING FOR THE PLANET ( 2 weeks)**

- Understand the importance of caring for the planet
- Consider ways in which they can care for the planet

**SCIENCE VOCABULARY: plant seed**

**SCIENCE VOCABULARY: Earth plant animal helpful harmful Earth material recycle reuse**

**SCIENCE: PREVIOUS LEARNING CHILDREN NEED TO BE SECURE WITH**

- Some animals are born from eggs

**SCIENCE: PREVIOUS LEARNING CHILDREN NEED TO BE SECURE WITH**

**Science: ANIMALS ( 6 weeks)**

- Understand what a mammal is and their characteristics
- Look at the difference between animals that can be kept as pets and animals that live in the wild
- Explore different birds and their features
- Name a range of common birds and identify their features
- Explore different types of fish and their features
- Explore different amphibians and their features
- Explore reptiles, name a common range of them and identify their features
- Compare and group animals and sort and group them in different ways
- Explore carnivores and their key characteristics
- Explore herbivores and their key characteristics
- Understand that an omnivore is an animal that eats both animals and plants

**•Science: SEASONAL CHANGES ( 1 week)**

- Explore changes in spring by making comparisons between the seasons based on weather patterns, the amount of daylight received and changes in plant and animal life
- Gather and collect data about spring by describing and recording the changes in weather over a week

**SCIENCE VOCABULARY:**

Animal mammal fur wild animal pet bird beak feathers webbed feet flipper amphibian frog toad newt reptile scales crocodile lizard turtle carnivore sharp teeth herbivore plants animal vegetable fruit

**SCIENCE VOCABULARY: spring daylight night weather season rain sleet cloud sun wind snow**

**•SCIENCE: PREVIOUS LEARNING CHILDREN NEED TO BE SECURE WITH**

- The parts of a plant
- The changes that occur in different seasons
- In Spring, the weather becomes warmer and plant life is starting to regrow

**•Science: PLANTING B ( 2 weeks)**

- Explore how the seeds planted in Planting A have changed over time
- Understand that when a seed is planted, under the right conditions, it will grow into a plant

**SCIENCE VOCABULARY: plant seed**

<p><b>PREVIOUS LEARNING CHILDREN WILL NEED TO BE SECURE WITH:</b></p> <ul style="list-style-type: none"> <li>•That in the past, objects were made from different materials (link with toys)</li> <li>•Family life during Victorian times.</li> <li>•Photos can show us how things were different in the past.</li> <li>•Homes contain what we need – both food and shelter.</li> <li>•Houses are made up of different rooms and these rooms have names.</li> </ul>	<p><b>PREVIOUS LEARNING SHILDREN WILL NEED TO BE SECURE WITH:</b></p> <ul style="list-style-type: none"> <li>•England is part of the UK.</li> <li>•London is where we live and is the capital city of England.</li> <li>•Some of the major landmarks of London are the Shard and Buckingham Palace.</li> <li>•Maps are used to show where things are located.</li> <li>•Maps can be used to show routes to places.</li> <li>•The local area serves the community's needs – and includes professionals who help serve the community (such as doctors etc)</li> <li>•Simple steps can be taken to improve the local environment (such as throwing rubbish away)</li> </ul>
<p><b>History: HOMES</b></p> <ul style="list-style-type: none"> <li>•Discuss what sort of homes people live in today.</li> <li>•Know what homes look like from the outside (recognise windows, doors and chimneys)</li> <li>•Describe and draw details of different homes from different eras through local visits.</li> <li>•Identify how houses have changed through different periods ( material/roof/windows/toilets etc)</li> <li>•Identify some of the difference between a modern/old house.</li> <li>•Identify the rooms in houses from long ago (parlour/larder)</li> <li>•Use clues to infer the use of an object from the past.</li> <li>•Investigate what homes were like in Victorian times.</li> </ul>	<p><b>Geography: HOMES AND THE LOCAL AREA</b></p> <ul style="list-style-type: none"> <li>•Use aerial photos of the local area to recognise landmarks and basic human and physical features.</li> <li>•Become familiar with maps by using one to move around the school.</li> <li>•Draw and label some of the landmarks you see on your route to school.</li> <li>•Create a map of the school using different symbols.</li> <li>•Identify different types of rooms you might find in a home and the objects you find in them.</li> <li>•Identify different types of homes in the local environment.</li> <li>•Identify different types of homes in the world.</li> <li>•Make links between homes around the world, own homes and cultural identity</li> <li>•Use the correct vocabulary to describe different types of dwellings.</li> <li>•Sort buildings into residential and non residential.</li> </ul>
<p><b>HISTORY VOCABULARY:</b> parlour larder washboard hearth carpet beater privy tin bath washstand</p>	<p><b>GEOGRAPHY VOCABULARY:</b> terraced detached flat cottage bungalow house mansion residential yurt igloo villa</p>
<p><b>HISTORY SKILLS COVERED THROUGH THE TOPIC:</b>  <b>HISTORICAL ENQUIRY:</b> Use pictures to find out about the past.  <b>HISTORICAL ENQUIRY:</b> Ask questions – how have houses changed over time?  <b>CONTINUITY AND CHANGE:</b> Look at what has stayed the same about houses and what has changed over time.</p>	<p><b>GEOGRAPHY SKILLS COVERED THROUGH THE TOPIC</b>  <b>MAPPING SKILLS:</b> Use a simple picture map to move around the school.  <b>MAPPING SKILLS:</b> Use directional language  <b>FIELDWORK:</b> Use basic observational skills.  <b>FIELDWORK:</b> Carry out a survey of the local area and school.  <b>FIELDWORK:</b> Draw simple features.  <b>FIELDWORK:</b> Create plans in a familiar environment.</p>
<p><b>ART: SIMPLE PRINTMAKING</b></p> <ul style="list-style-type: none"> <li>•Use hands and feet to explore printing patterns</li> <li>•Begin to understand primary paint colours</li> <li>•Experiment with line, shape and colour to create drawings over the top of prints</li> <li>•Create compositions with rubbings</li> <li>•Use 'relief printing' techniques</li> <li>•Understand the use of repeat pattern/repetition using collage</li> <li>•Reflect on drawings through peer discussion</li> </ul>	<p><b>D.T: MECHANISMS: WHEELS AND AXLES ( KAPOW)</b></p> <ul style="list-style-type: none"> <li>• Design a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move</li> <li>•Create clearly labelled drawings that illustrate movement</li> <li>•Adapt mechanisms, when <ul style="list-style-type: none"> <li>•-they do not work as they should</li> <li>•-to fit their vehicle design</li> </ul> </li> <li>•To improve how they work after testing their vehicle</li> <li>•Test wheel and axle mechanisms, identifying what stops the wheels from turning and recognising that a wheel needs an axle to move.</li> </ul>
<p><b>MUSIC – Sound patterns (fairytale)</b></p> <ul style="list-style-type: none"> <li>• To explore and change dynamics using the voice</li> <li>• To experiment with creating different sounds using a single instrument</li> <li>• To read simple rhythmic patterns comprising of one beat sounds and one beat rests</li> <li>• To play sound patterns in time with the pulse using a visual stimulus</li> <li>• To show awareness of different roles when performing in a group performance</li> </ul>	
<p><b>P.E SPRING 1: SENDING AND RECEIVING</b></p> <ul style="list-style-type: none"> <li>•To move safely in a confined space, avoiding others</li> <li>•Practise sending and receiving an object</li> <li>•Throw and catch different items while moving</li> <li>•Throw and catch successfully whilst on the move</li> <li>•Practise sending an object into space/target</li> <li>•Practise sending different objects</li> </ul>	<p><b>P.E SPRING 2 :DANCE</b></p> <ul style="list-style-type: none"> <li>•To respond to stimuli with a range of actions</li> <li>•Explore movements while repeating and putting them together</li> <li>•Move at different speeds</li> <li>•Create shapes and actions</li> <li>•Combine your actions with a partner</li> <li>•Create elastic shapes</li> <li>•Practise, link and repeat movements to put them into a sequence</li> </ul>

<ul style="list-style-type: none"> <li>•Practise sending and receiving a ball with a partner while attached to each other</li> <li>•Copy your partner's actions and movements</li> <li>•Practise sending and receiving a rolling ball with a partner</li> <li>•Catch a bouncing ball consistently</li> <li>•Practise sending and receiving a ball with a partner</li> <li>•Practise moving an item in different ways</li> <li>•Practise sending and receiving a ball with a partner</li> <li>•Receive a catch without the ball touching the floor more than once</li> </ul>	<ul style="list-style-type: none"> <li>•Move in time with the music</li> <li>•Learn and create dance moves with a partner</li> <li>•Be creative and invent contrasting moves</li> <li>•Watch and copy your partner's actions</li> <li>•Combine several actions to create a sequence</li> <li>•Perform with a partner</li> </ul>
<p><b>P.E VOCABULARY:</b> Head up Change direction Ready position Eyes focused on the ball Follow through Fingers spread to catch Move towards the ball to catch it</p>	<p><b>P.E VOCABULARY:</b> Stimulus Clumsy Fun Facial expressions Control Direction Fall Balance Stillness Clear shapes Long shapes Elastic Feedback Combine Movement types Speeds Travel Level Direction Unison</p>
<p><b>•R.E</b></p> <ul style="list-style-type: none"> <li>•What does it mean to be a Muslim?</li> <li>•What makes a community?</li> <li>•Who was Muhammed (PBUH)?</li> <li>•Which objects are special for Muslims?</li> <li>•How do Muslims show they belong to Islam?</li> <li>•What celebrations do Muslims take part in?</li> <li>•What does it mean to be a Muslim?</li> </ul>	<p><b>What does it mean to be a Hindu?</b></p> <ul style="list-style-type: none"> <li>•What is karma?</li> <li>•Who is Brahman?</li> <li>•Who was Krishna?</li> <li>•How can puja help a Hindu lead a good life?</li> <li>•What does the Aum (Om) symbol mean?</li> </ul>
<p><b>PSHE : Safety and the Changing Body</b></p> <ul style="list-style-type: none"> <li>•Getting lost</li> <li>•Making a call to the emergency services</li> <li>•Asking for help</li> <li>•Appropriate contact</li> <li>•Medication</li> <li>•Safety at home</li> <li>•People who help to keep us safe</li> </ul>	<p><b>PSHE : Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>•Wonderful me</li> <li>•What am I like?</li> <li>•Ready for bed</li> <li>•Relaxation</li> <li>•Hand washing and personal hygiene</li> <li>•Sun safety</li> <li>•Allergies</li> <li>•People who help us stay healthy</li> </ul>
<p><b>•COMPUTING: COMPUTER GAMES</b></p> <ul style="list-style-type: none"> <li>•By the end of the unit, children will know:</li> <li>•That computer games have been created by an author</li> <li>•That there are different types of games and characters</li> <li>•That you can search for information using key words</li> </ul>	
<p><b>Entitlement and enrichment: Surrey Docks Farm/ Local park/ visit the City of London/ Dulwich village.</b></p>	
<p><b>Topic writing links: (please teach during Friday's literacy lesson and work in topic/Science books/art sketch books</b></p> <ul style="list-style-type: none"> <li>•Write a set of instructions for how to create an umbrella</li> <li>•Write a simple guide to trees/plants and flowers in the local area</li> <li>•Write a leaflet about how to look after plants</li> <li>•Write a poem about trees/ plants/flowers in the local area</li> <li>•Write a description of different homes from the past</li> <li>•Write an estate agent style description of a home from the past</li> <li>•Write 'what am I' style riddles for objects found in homes from the past.</li> <li>•Design a house and label it</li> <li>•Create a map of your bedroom and label it</li> <li>•Write a letter to a penpal describing your home</li> </ul>	<p><b>Literacy books which link to the topic:</b></p> <p>The Three Little Wolves and the Big, bad pig - Eugene Trivizas  Let's build a house - Nick Manning and Brita Grainstorm  The House That Once Was - Julie Fogliano and Lane Smith  Step Inside Homes Through History - Goldie Hawk and Sarah Gibb  The House that Jack Built - Diana Mayo  That Pesky Rat - Lauren Child  Home - Carson Ellis  Mouse House - John Burningham  Belonging - Jeannie Baker  All Kinds of Homes Lift the flap book - Thanda Maclaren and Emma Damon</p>