

**Outcome: To retell a story**

Owls will use Lost and Found by Oliver Jeffers to help identify a lost penguin and frame the following learning:

**Writing**

Using the story Lost and Found, Owls will create character descriptions, retellings, non-chronological reports and their own narratives.

**Geography**

Building on our map reading skills, Owls will use an atlas to locate the North and South Pole as well as the Equator.

**Science**

Owls will identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. The unit concludes with us writing our own story.

**Year 1 – Spring Term**



On discovery of a lost penguin, Owls will develop their knowledge in a range of subjects to help our missing friend find where he needs to be.

**Outcome: Recount writing**

Owls will receive a message outlining a quest to rescue a lost penguin. Once our mission is complete, Owls will learn the final skills to write a complete, detailed recount of all of the things they have learnt on their journey.

**Geography**

We will be visiting the different countries that make up the British Isles. We will be using atlases to learn the names of different countries, as well as explore the different continents and oceans. We will learn directional language including left, right, forwards, backwards, north, south, east, west.

**Writing**

Owls will write a recount about their time at sea using descriptive language, time connectives and will continue to use their phonic knowledge as well as learnt common exception words in their sentences.

**Outcome: Map Making**

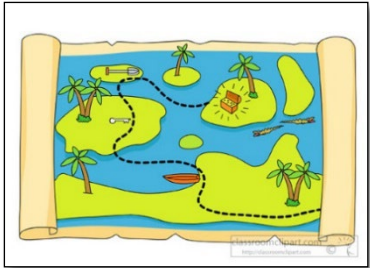
As part of our topic, we will develop map making skills by making a map of the school and its grounds, then using our knowledge we will create a fictional map.

**Maths**

Using positional and directional language the children will plot items on a grid.

**Geography**

Owls will 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.



**Computing**

Owls will begin to code. We will use Beebots to follow directions. Once we have secured our understanding of directional language, we will then have to program the Beebots to reach a destination on our treasure map. We will also be using our school iPads with the Beebot app to program on different maps.

**Outcome: A model boat**

Owls will be using our scientific knowledge to investigate different materials which are suitable for making a boat for our lost penguin. We will also be developing our design and technology skills to design, make and test our own boats.

**Science**

Owls will perform tests and develop their prediction skills during investigations, to discover the properties of materials to see which materials float and which sink are waterproof and absorbent. Developing from this, we will make predictions of objects that float and sink, and absorb and repel water in 'sea water'. We will then use our observations to support in our planning to select the correct materials to make our own ship.

**DT**

Owls will be using junk modelling and other simple materials to build their own boat. We will develop our own design criteria as a class based on a problem given to us on our pirate adventure. Owls will develop different structures, exploring how their models can be stronger and more stable.

**Art**

As part of their boat project Owls will be designing their own flag for their mast. We will be using patterns, lines and shape to complete our striking pieces.



**Maths**

We start the term by continuing to explore addition and subtraction. We will move from numbers within 10 to numbers within 20. As part of this process, we will investigate and learn about place value and how it is applied to numbers. In addition, Owls will refresh their understanding of 2D shapes.

**PE**

During PE lessons, Owls will be doing travelling movements including rolling, spinning, turning, jumping etc we will be building up to using small apparatus and continuing the theme of travelling on, along and over the apparatus. We will also introduce moments of stillness (balance) in between the travelling movements

**PSHCE**

We continue our mindful approach to PSHE by looking at 'dreams and goals'. In this series of lessons, we will be setting goals and thinking about the things that we can do well. As part of the learning outcome, we will explore how we can work with others to achieve the same goal.

**Music**

This term we will be listening to and learning about different types of music including reggae and rap. We will listen to the music to compare to styles which we may be more familiar with. We will look at some famous reggae and rap musicians and how they helped shape the world of music. We will also learn some sea shanties to sing, just like real sea farers!

**RE**

We will start the term learning about why Christians call Jesus 'saviour' and what they believe. Using this as a link to rescuing and how it feels to be recused or rescue someone to understand how our feelings can change our actions or thoughts.