



**SACRED HEART THEMATIC PLAN - YEAR GROUP 1 - TERM LENT 1**



**BREADTH  
'WE ARE ALL UNITED'**

SUBJECT	THRESHOLD CONCEPT	COVERAGE	ASSESSMENT TARGETS YOUR CHILD WILL BE ABLE TO...		
HISTORY	<ul style="list-style-type: none"> <li>Chronology</li> <li>Historical sources and evidence.</li> </ul>	<p align="center"><b><u>Changes within living memory – Toys</u></b></p> <p>In this unit the children will be comparing toys from their past, their parents past and their Grandparents past. Throughout this unit the children will develop a range of historical skills such as asking and answering questions, identifying and interpreting different sources and recognising how things have changed over the years.</p>	<ul style="list-style-type: none"> <li>Explain what they know about toys today and toys from the past.</li> <li>Explain how we can find out about the past.</li> <li>Describe the features of different toys.</li> <li>Recognise old and new toys.</li> <li>Use the correct vocabulary relating to the passing of time.</li> </ul>		
GEOGRAPHY	<ul style="list-style-type: none"> <li>Locational knowledge.</li> <li>Human and physical geography.</li> <li>Geographical skills and fieldwork.</li> </ul>	<p align="center"><b><u>Weather</u></b></p> <p>This term we will be learning about different types of weather that happen in their immediate area along with the four seasons. The children will have the opportunity to record the weather, begin to recognise the weather symbols used to tell the weather and make links to their Science learning.</p>	<ul style="list-style-type: none"> <li>Name weather types in the UK.</li> <li>Identify daily changes in the weather.</li> <li>Identify the changes in seasons across the year.</li> <li>Recognise weather symbols.</li> <li>Explain some dangers of the weather.</li> <li>Make simple observations about the weather.</li> <li>Use the correct subject specific vocabulary about weather.</li> </ul>		
DESIGN TECHNOLOGY	<ul style="list-style-type: none"> <li>Design</li> <li>Make</li> <li>Evaluate</li> <li>Technical knowledge</li> </ul>	<p align="center"><b><u>Textiles - puppets</u></b></p> <p>In this unit the children will evaluate existing products through the material used, the way they work and the way they look. They will then create their own puppet based on specific design criteria and then make it using sewing skills. These will then be evaluated according to evaluation criteria set by the children.</p>	<ul style="list-style-type: none"> <li>Investigate existing products</li> <li>Create a simple plan before making, using the correct technical knowledge and skills.</li> <li>Evaluate own and others product.</li> </ul>		
MUSIC	<ul style="list-style-type: none"> <li>Musical performance</li> <li>Musical skills</li> <li>Aural appreciation</li> </ul>	<p align="center"><b><u>Weather</u></b></p> <p>In Music, we will be developing our musical skills using Music Express resources.</p>	<ul style="list-style-type: none"> <li>Choose sounds to represent different things.</li> <li>Make a sequence of sounds</li> <li>Make different sounds with their voice and instruments.</li> </ul>		
<b>R.E</b>		<b>ENGLISH</b>		<b>MATHS</b>	<b>SCIENCE</b>
<ul style="list-style-type: none"> <li><b>Local Church – Community</b> – To recognise how the Church’s celebrations are community occasions.</li> <li><b>Eucharist</b> – Relating – To recognise that the parish family gathers for the Eucharist, Jesus’ special meal.</li> </ul>		<p><b><u>Writing</u></b> - Our writing and book studies will be based on cross curricular links to our topics such as Science, History and R.E.</p> <p><b><u>Spellings</u></b> - Year One spellings linked to Year One National Curriculum</p> <p><b><u>Grammar</u></b> - We will use Rainbow grammar to learn the correct structure of a sentence - <b>subject, predicate, stop</b>. We will also be introducing the use of the conjunction ‘but’ and the punctuation ! &amp; ?.</p> <p align="center"><b><u>Phonics</u></b> – Phase 5</p>		<ul style="list-style-type: none"> <li>Addition and subtraction with 20</li> <li>Counting in 10’s to 50</li> <li>Place value up to 50</li> </ul>	<p><b><u>Working scientifically</u></b></p> <ul style="list-style-type: none"> <li>Observation over time</li> <li>Identifying, classifying and grouping</li> <li>Comparative and fair testing</li> <li>Research using secondary sources</li> </ul> <p><b><u>Seasonal changes – Winter</u></b></p> <ul style="list-style-type: none"> <li>To observe how the seasons, change over the year.</li> <li>Observe weather changes</li> </ul> <p>Materials –</p> <ul style="list-style-type: none"> <li>To identify and name common materials</li> <li>To describe simple physical properties of materials</li> </ul>
<b>P.E</b>		<b>PSED</b>		<b>COMPUTING</b>	
Dance		Living in the wider world		Purple Mash – Lego builders and units related to our topics	