



# Year 1 Topic Plan: Spring A Brilliant Bedlington

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
<b>Lit</b>	Beegu: Simple sentence writing – handwriting focus	Beegu: Instruction Writing Toast	Beegu: Instruction Writing Fruity Sprinkles	Beegu – Describing her planet.	Beegu: Letters about Bedlington for Beegu's family.	Beegu: Designing a new home for Beegu.
<b>Maths</b>	<b>Addition and Subtraction within 20</b>			<b>Place value to 50</b>		
<b>Science Seasonal changes</b>	The chn will be introduced to weather. The chn will match objects/activities to the correct weather type.	The chn will be introduced to the four seasons. The chn will investigate winter and how day length changes.	The chn will learn about the signs/ weather of spring and how it impacts on our lives.	The chn will learn about the signs/weather of Summer and how day light changes.	Sort the activities, images, objects into the correct season.	
<b>Geog</b>	Chn introduced to local area topic. Locate Bedlington on a map of the UK. Locate nearby landmarks and describe them. Chn to draw a simple map on what they pass on their route school. Chn to create a simple pictogram to show how they travel to school.	Chn to understand the terms physical and human features. Identify these features around Bedlington. Understand and explain why there are more human features than physical.		Go on a local area walk. Understand for people to know their way around they use maps.  <b>On our walk</b> Understand that different places in the area support different types of work. Chn will identify uses of land and buildings in locality. They will link them to work that people do. ie garage/ mechanic  <b>After our walk</b> Look at a map of our surrounding school. Create a simple map of our walk.	Chn will look at photos of local features, name them, discuss location and explain what they are used for. In pairs, the children will rank their favourite/least favourite places in Bedlington using 'diamond ranking'	Chn to express viewpoints on our local area and write an I like, I don't like sentence.  <b>Jobs in Bedlington Day</b>
<b>Computing</b>	Technology all around us					
<b>Art</b>	<u>Colour Chaos</u> Investigating and producing work inspired by Piet Mondrian. (Primary colours focus)	<u>Colour Chaos</u> Investigating and producing work inspired by Mark Rothko. (Secondary colours focus)	<u>Colour Chaos</u> Investigating and producing work inspired by Jackson Pollock. (Mixing shades focus)	<u>Colour Chaos</u> Investigating and producing work inspired by Paul Klee. (Mixing tints focus)	<u>Colour Chaos</u> Investigating and producing work inspired by Robert Delauney. (Warm and cool colours focus.)	<u>Colour Chaos</u> Investigating and producing work inspired by Wassily Kandinsky using skills from previous lessons.
<b>PE</b>	Safety with apparatus. Navigating apparatus	Points and patches – children will explore and evaluate different types of balances using equipment if necessary.	Children will use their knowledge of patches and points to make sequences on mats.	Introduction to traveling. Being aware of surroundings and explore variations of movement.	Children will incorporate previously learnt balances into a sequence using apparatus for effect.	Children use the apparatus to perform partner balance sequences. Children alternate between leader and follower. ICT used

						to evaluate and up-level their work.
PSHE	Understand that medicines can sometimes make people feel better when they're ill.  SCARF: What could Harold do?	Recognise the importance of sleep in maintaining a healthy, balanced lifestyle.  SCARF: Super Sleep!	Recognise emotions and physical feelings associated with feeling unsafe  SCARF: Who can help?	Explain the difference between appropriate and inappropriate touch. Name our private parts  SCARF: Good or bad touches	Recognise the range of feelings that are associated with loss.  SCARF: Harold Loses Geoffrey	How to make a clear and efficient call to emergency services if necessary.  SCARF: Basic First Aid