

Houses and Homes

Key Vocabulary:

object material
plastic wood
metal glass
rock properties
opaque transparent
soft hard
weak strong
smooth rough
flexible rigid
shiny dull
waterproof compare
solid runny
compare

Visits, visitors or key events:

Visit to Muskham Church
Tuesday 6th February - Safer
Internet Day

Key questions for this area of learning:

What are the best materials for building a house? Why?
How do houses and homes

Science:

Everyday materials

Distinguish between an object and the material from which it is made.

Identify and name variety of everyday materials – wood, plastic, glass, metal, water and rock

Describe the simple physical properties of a variety of everyday materials.

Sort objects according to their material.

Compare and group together a variety of everyday materials on the basis of their simple physical properties

Why are the same objects made from different materials? Some spoons are wood, some are metal some are plastic?

Investigate the best material for 3 little pig's roof.

Investigate the best material for curtains

Home learning ideas:

What different types of houses can you see on your street?

What materials are your homes made from?

Maths:

Place Value to 100

Count from 50 to 100
Partition numbers into 10s and 1s
Order and compare numbers to 100
1 more and 1 less to 100

Addition and subtraction

Missing numbers and word problems
Use of number bonds to 20
Doubles and near doubles

Measure – money

Recognising coins
Recognising notes
Counting in coins
Money problem solving

Fractions

Recognise quarter of a shape or object
Find quarter of shape or object
Recognise a quarter of a quantity
Find quarter of a quantity

Multiplication

Counting in 5's

Time

To read a clock – to the hour and half past

English:

Non-Fiction

To write a New Year's Resolution

Fiction

The Three Little Pigs

In Every House in Every Street

Cinderella – writing based on the Pantomime

Rainbow Grammar

To understand 'to be' and 'to have' as verbs

To use time connectives – after, before, at, between, on,

Singular and plural words - -s and -es endings

To write questions – question words and question marks



Art and Design/Design Technology:

To identify warm and colour tones

To design and make bunting for home

To design and make a doll's house bedspread using weaving techniques



Music:

Machines

Focus: Beat

Children explore beat through using movement, body percussion and instruments. They combine a steady beat with word rhythms and explore changes in tempo.

Water

Focus: Pitch

Children use voices, movements and instruments to explore changes in pitch

They develop a performance with different vocal pitch shapes and tuned percussion.

RSHE:

Healthy Relationships

Families

To know what my family provides for me – love, security, a home.

To know that families are all different and not the same as mine.

To understand Gender and gender roles

I know what makes me different

I know that I can play with any toys and choose to dress up if I wish

Consent

Understand consent as permission

Understand that if everyone isn't having fun, everyone stops.

Know that it is ok to say 'no'

History:

Understand a change within living memory- changes in technology

Televisions

Computers

Telephones

Technology

Transport

PE:

Hockey

Dance

Religious Education:

Symbols

Discuss why some people go to religious buildings and some never do

Identify reasons for attending church eg wedding

Visit to Muskham Church

Identify symbols and artefacts from church visit

Compare other holy buildings and symbols

ICT:

Programming

To explain what a given command will do and to act out a given word

To combine forwards and backwards commands to make a sequence and to combine 4 direction commands to make sequences

To plan a simple program and find more than one solution to the problem

Safer Internet Day

To describe ways that some people are unkind online and explain how this might make others feel

Explain what bullying is and how people might bully others

Explain rules about how to behave online and how I follow them