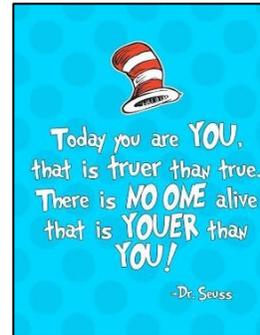


A PART OF MY WORLD



The Big Idea...

Through our curriculum learning this half term we will be understanding a little more about ourselves, the place we have in our families and community as well as the wider world around us. We will think about what it means to be true to ourselves and how we can accept one another for our differences as well as learning about the impact our choices make in the way we live our lives together. The world is an exciting place to explore and the journey starts here!

As language specialists, we will...

begin to explore what makes us special and unique by visiting some classic tales such as *Elmer the Patchwork Elephant* and *You be You* by Linda Krantz where we will be writing some moral narratives of our own. We will also look at descriptions of the places where we live by re-telling stories like *Hedgehog in the City* by Lucy Reynolds and linking this with habitats of animals too. The beautiful illustrations of *Seasons come, Seasons go* by Britta Teckentrup will support our writing about the changes in our year as well as the classic *Growing Story* by Ruth Krauss. Poetry will also feature in our reading and story sharing as we study *Out and About poems* by Shirley Hughes. We'll also be immersed in a world of theatre, taking part in a production of *The Elves and the Shoemaker*, which will feature in our 'Talk for Writing' work too.

As mathematicians we will

begin with simple addition and subtraction before moving on to time reading half past and o'clock. We will then be recapping place value of two digit numbers and then working on measurement of length and height using both non-standard and standard units and using these to answer simple addition and subtraction problems.

As geographers we will

Learn about the seasons and how this affects our (and animals) lives and homes. We will also begin to understand where we are in the world by creating simple maps that show our knowledge of our country and the world's continents. We will do this by looking at photographs, videos and atlases to locate various features of major cities and countries.

'use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key' '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'

As historians we will

Create and use our family trees to discuss our personal history. Through discussion we will learn about the similarities and differences of family structure in our class and this will lead us to understand how changes within living memory occur. We will enjoy sharing family traditions and stories and would encourage visits from members of the family who might be able to further our thinking.

'Changes within living memory'

As scientists we will

Look at the seasons and how they affect the growth the local plants and wild life that can be found at different times of the year. We will also develop our skills of observation to explore and record aspects of the environment through the seasons. Working practically we will carry out tests to assess why different environments and habitats are suitable for specific wildlife.

'observe changes across the 4 seasons'
'observe and describe weather associated with the seasons and how day length varies'

Across the curriculum

As musicians

We will explore the sounds of the seasons, using instruments to create sounds that reflect the weather and the different times of the year. We will also sing songs with a focus on these themes.

As expressive artists

We will be inspired to sketch and draw the local area using natural media and learn the art of watercolour to paint wildlife. We will also work on designing and creating a model village, based on the ideas we experience in Keyworth.

As computer specialists

We will continue to learn simple word processing skills. We will also master how to explore Google Maps, as an interactive tool to viewing the world.

As fitness experts

We will work with specialists to create dances and routines that express changes in time. We will also begin to use our ball skills from the autumn term to begin to work together in teams and competitive games.

Knowledge of the World

How does the village we live in compare with other cities and towns of the UK? How might our lives be different if we lived in a different part of the world?

Citizenship

What would the world be like if we were all the same?
Why is it important to respect one another and celebrate our differences?

Ambitious thinking

What causes seasons? How do the seasons impact on our lives and land?