

Halfway Nursery Infant School

Topic Medium Term Plan Term: Spring 1 Year Group: 1 Topic Title: How can I help the witch? Concept: Innovation and Imagination

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| <p>RATIONALE: What are your children’s interests and where are their gaps in learning?</p> | <p>The children have really enjoyed listening to and reading the stories written by Julia Donaldson. This half term we are planning to do activities based on ‘Room on the Broom’ which is also one of our core stories. In literacy we will continue to develop the mastery approach by embedding previously learnt skills in the context of innovating this well-known story. In maths we will be doing further work on subtraction of 2 digit number before moving on to exploring some aspects of shape, space and measure as we have previously focussed on place value and calculation strategies. The subject drivers this half term are Art/D&T and computing. We will explore these areas in the context of helping the witch to improve her broom and help her friends.</p> |
| <p>ENRICHMENT: Include Super Starter and Fantastic Finish information, along with any other trips, visitors or experiences.</p> | <p>Super Starter – Imagination Day 10th January Food Bank Drive – 27th January Miss Swales’ Class Assembly – 1st February Miss Woolhouse’s Class Assembly – 2nd February E-Safety Day – 7th February Whole School Fantastic Finish – Art Gallery 9th February Mini Athletics at Westfield – 16th February</p> |
| <p>DRIVER 1: Computing Learning Objectives:</p> <ul style="list-style-type: none"> • Use the search engines agreed by the school. • Word process ideas using a keyboard • Use the spacebar, back space, enter, shift and arrow keys • Create a simple series of instructions - left and right • Record their routes • Understand forwards, backwards, up and down • Put two instructions together to control a programmable toy • Begin to plan and test a Bee-bot journey • Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instruction <p>Steps to Success:</p> <ul style="list-style-type: none"> • I can use the search engines agreed by the school. • I can word process ideas using a keyboard • I can use the spacebar, back space, enter, shift and arrow keys • I can create a simple series of instructions - left and right • I can record routes • I can understand forwards, backwards, up and down • I can put two instructions together to control a programmable toy • I can begin to plan and test a Bee-bot journey • I can recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instruction | <p>DRIVER 2: Art/D&T Learning Objectives:</p> <ul style="list-style-type: none"> • Generate some ideas of their own • Explain what they want to do • Make their models stronger if it needs to be • Explain what they are making • Choose tools to use • Make a product which moves • Cut materials using scissors • Can they say why they have chosen moving parts? • Make a structure/model using different materials • Use pictures and words to plan • Explore the use of line, shape and colour • Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, • Use different brush sizes and types • Create moods in their paintings • Ask sensible questions about a piece of art • Describe what they can see and like in the work of another artist • Investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc. <p>Steps to Success:</p> <ul style="list-style-type: none"> • I can generate ideas and explain what I want to do • I can make models stronger if it needs to be • I can explain what I am making. • I can choose tools to use. • I can make a product that moves. • I can cut materials using scissors • I can say why I have chosen a moving part. • I can make a structure/model using different materials • I can use pictures and words to plan • I can explore the use of line, shape and colour • I can use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, • I can use different brush sizes and types • I can create moods in paintings. |

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| | | | | <ul style="list-style-type: none"> I can ask sensible questions about a piece of art I can describe what I can see and like in the work of another artist I can investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc | | |
| WEEK 1 LC: What art work will make the witch scream? | WEEK 2 LC: Can you make the witch the subject of your painting? | WEEK 3 LC: What would a truly magnificent broom look like? | WEEK 4 LC: How could we make a truly magnificent broom? | WEEK 5 LC: Can you add a moving part to your broom design? | WEEK 6 LC: How could we get the witch home safely? | WEEK 7 LC: How can we help the witch if she gets lost? |
| <i>T – Look at the scream art work by Edvard Munch. Children to re-create artwork using pastels. I – Chn to look at and explore the artwork by Edvard Munch and discuss what they see and like.</i> | <i>T – Children to innovate the scream painting using the witch as the main subject. Look at other innovations based on Edvard Munch’s artwork. Paint and collage. I – Choose their favourite innovation and create independently selecting own resources.</i> | <i>T – Children to look at the broom from the book and talk about its design features. Use WAGOLL to create their own design for a new broom. I – Design a broom on 2Publishplus – Anywhere app. Label and draw broom.</i> | <i>T- Children to make a feature from their design to go onto the witch’s broom using different materials. I – 2explore to create music for the broom.</i> | <i>T – Children to add a moving part to their feature for the broom. I – Can you mend the witch’s broken broom? (making it stronger).</i> | <i>T – Use 2Go (codes) to guide the witch home safely. Purple Mash. I – Bee bots independently programming around a map.</i> | <i>T – Use 2CODE to use debugging challenges to help the witch get home if she gets lost. I – Ipads for children to independently debug.</i> |
| LINKS TO LITERACY: Room on The Broom Immersion Role play – Potion recipe writing | LINKS TO LITERACY: Room on The Broom Immersion Role play – Potion recipe writing | LINKS TO LITERACY: Room on The Broom Innovation Role play – Potion recipe writing | LINKS TO LITERACY: Room on The Broom Innovation Role play – Potion recipe writing | LINKS TO LITERACY: The Witches Children Immersion Role play – Potion recipe writing | LINKS TO LITERACY: The Witches Children Immersion Role play – Potion recipe writing | LINKS TO LITERACY: The Witches Children Innovation Role play – Potion recipe writing |
| Genre – Aspects of Narrative linked to SPAG focus on experiencing new learning at Age Related Expectation: <ul style="list-style-type: none"> Sentence – How words can combine to make a sentence. Joining words and joining clauses using and. Text – Sequencing sentences to form short narratives. Punctuation – Separation of words with spaces. Introduction to capital letters, full stops, questions marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun I. Terminology – letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. | | | | | | |
| LINKS TO NUMERACY: Subtraction – 2 digit numbers to 20. Small World – Small number cards, find 10 more/10less or 1more/1less using resources. | LINKS TO NUMERACY: Time Small World – Small number cards, find 10 more/10less or 1more/1less using resources | LINKS TO NUMERACY: Time Small World – Small number cards, find 10 more/10less or 1more/1less using resources | LINKS TO NUMERACY: Place Value to 40 Addition/subtraction to 20. Small World – Small number cards, find 10 more/10less or 1more/1less using resources | LINKS TO NUMERACY: Place Value to 40 Addition/subtraction to 20 Small World – Small number cards, find 10 more/10less or 1more/1less using resources | LINKS TO NUMERACY: Measure: Length and Height Small World – Small number cards, find 10 more/10less or 1more/1less using resources | LINKS TO NUMERACY: Measure: Length and Height Small World – Small number cards, find 10 more/10less or 1more/1less using resources |
| EVALUATION & NEXT STEPS: | | | | | | |