

### Take Home Task

We will be ending our topic with a Ceilidh (a Scottish social event involving singing, storytelling and showing our green screen films to each other) and will be asking you to make a food offering to support this (more information to follow). Please can you provide a self-addressed envelope with a stamp attached before Friday 29<sup>th</sup> January.

### Homework

**Reading:** Please continue to support your child with their reading at home by both hearing them read and reading to them, discussing characters, settings and predicting.

**Spellings:** The children will continue to bring home a set of spellings each week that we ask you to support your child to learn. These are linked to our phonic teaching.

**Maths:** We would encourage you to continue to support your child with their number bonds to support them with their mental maths and prepare them for moving onto learning their times tables.

### Useful Information

Books are changed whenever you have signed and/or commented in your child's reading record so we know it has been read and needs changing.

**PE:** Puffins: Inside - Monday, Outside - Thursday

Penguins: Inside - Tuesday, Outside - Monday

Please send your child to school 'PE ready' wearing their navy school outdoor PE kit and trainers.

**Show and Tell:** Puffins: Tuesday

Penguins: Friday

Your child will be informed when it is their turn through a note in their book bag.

# Island Adventures (Katie Morag)



## Year 1

## Spring Term 1

## Geography

To name, locate and identify characteristics of four countries and the capital cities of the United Kingdom and its surrounding seas.

Explore human and physical geography of a small area of the UK.

Explore and compare weather patterns in the UK.

Explore key vocabulary linked to physical features (e.g. beach, cliff, coast, sea, weather) and human geographical features (town, village, farm, house, harbour).

Explore compass points.

To read and plot maps.

**The children will explore these objectives through locating Toddington and Struay (Island of Coll) on a map of the UK and create their own maps of the Isle of Struay.**



## Music

Children will listen to 'In The Groove' arranged in six different styles: Blues, Baroque, Latin, Bhangra, Folk and Funk. They will find the 'pulse' in each arrangement.

The children will also learn some sea shanties linked to the Katie Morag theme.

## Jigsaw

### Dreams and Goals

Children will learn how to set simple goals and work out how to achieve them, understanding what they do well and how they learn best. They will learn to tackle a new challenge and understand that this might stretch their learning and how this made them feel. The children will identify obstacles which make it more difficult to achieve their new challenge and work out how to overcome them. They will be able to tell you how they felt when they succeeded in a new challenge and how they celebrated it.



## PE

Indoor: Gymnastics To perform a variety of basic gymnastics actions showing control

To introduce turn, twist, spin, rock and roll and link these into movement patterns

To perform longer movement phrases and link with confidence



### Games: Hit Catch Run

Can send a ball using feet and can receive a ball using feet.

Refine ways to control bodies and a range of equipment.

Recall and link combinations of skills, e.g. dribbling and passing.

## Computing

To use technology purposefully to create spreadsheets by navigating around a spreadsheet and entering data.

**They will then be involved in making group films using video and voice with the backdrop of a green screen.**



### Design and Technology

To follow a recipe as part of a home learning task due to the new restrictions. The children will be involved in the principles and processes of following a recipe that will be sent home.

The children will explore these objectives through preparing and baking flapjacks called 'Porridgies' **Package for the Porridgies**

To use their cutting and folding skills and create a 3D package to hold their Porridgies



## Art and Design

To use drawing techniques to develop and share their ideas and imagination. To explore the work of artists **Mairi Hedderwick** and **Marion Thomson** and use it as a stimulus for their own work. They will use methods such as Palette knife painting and watercolours to create their own beach scene pictures.

The children will explore these objectives through looking at the artwork involved in the Katie Morag books and use them as inspiration for their own work.

### Religious Education

**What makes some places significant?** The children will reflect on special places and discuss a place that is special to them. They will learn about what a place of worship is and what happens there. They will also develop an understanding of why places of worship are so important to the people who attend them. They will also design a non-religious special place.



