

Term: Spring 1 2019		Year: 1	
Subject: Starry Night			
<ul style="list-style-type: none"> <li>Starting Point: Roleplay: creating a night-time scene in class through role-play, music and photography, and explorations of nocturnal animals.</li> </ul>		Possible End Product: <ul style="list-style-type: none"> <li>Performance of Laura's star</li> <li>Performing a dance or music composition</li> <li>Displaying my art work</li> </ul>	
Homework & independent learning		<ul style="list-style-type: none"> <li>Spellings and handwriting</li> <li>Reading: phonics and sharing books, reading and discussing the features of books</li> <li>Curriculum: Researching art and music, nocturnal animals – enquiry questions</li> <li>Maths: Recognising numbers to 40</li> </ul>	
Maths		<ul style="list-style-type: none"> <li>Time</li> <li>Exploring +/- calculation strategies to 20</li> <li>Numbers to 50 – recognise, order, sequence, place value, counting and number patterns</li> </ul> ODL: <ul style="list-style-type: none"> <li>Collecting items to make numbers up to 20</li> <li>Paint equations on playground</li> <li>Create number stories outside</li> </ul>	
Writing		<ul style="list-style-type: none"> <li>The Gruffalo</li> <li>Owl Babies</li> <li>Non fiction writing:               <ul style="list-style-type: none"> <li>-Recount of our Owl Visit</li> <li>-Non-chronological report about owls – appearance, habitat, diet, facts etc</li> </ul> </li> <li>Katie and the Starry Night/riddles</li> <li>How to Catch a Star/The First Hippo on the Moon</li> </ul>	
Reading		<ul style="list-style-type: none"> <li>Books about stars and night - Laura's star, Owl Babies, Papa Please get the Moon for Me, Once Upon a Starry Night, The Way Back Home, By the Light of the Moon, What are Stars? One Starry Night, Katie and the Starry Night, Vincent's Starry Night</li> <li>Non-chronoglogical reports</li> <li>Non-fiction texts- Atlases, Owls, Nocturnal animals</li> <li>Researching nocturnal animals</li> <li>Identifying features of a non-chronological report</li> </ul>	
Speaking and Listening		<ul style="list-style-type: none"> <li>Performing with actions</li> <li>Reciting facts</li> <li>See 'Music'</li> </ul>	

	<ul style="list-style-type: none"> <li>• Listening to the sounds of Nocturnal animals/a woodland scene</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Seasonal change</li> <li>• Light and light sources</li> <li>• Telescopes</li> <li>• Shooting stars</li> <li>• Star constellations</li> <li>• Riddles – biology, woodland creatures and nocturnal animals</li> </ul>
Humanities	<ul style="list-style-type: none"> <li>• Geography – exploring the night sky around the world; light pollution, aurora borealis and australis, star gazing</li> <li>• Geography – Habitats: build a habitat for an animal (ODL)</li> <li>• History: Who is Van Gogh – where did he live? How does it compare to the UK?</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Explore online planetarium</li> <li>• Draw/Design constellation using an art program</li> </ul>
MFL - Spanish	<ul style="list-style-type: none"> <li>• Numbers to 12 linked to candles on a cake</li> <li>• Birthday cakes</li> <li>• Age</li> <li>• Use of greetings and key phrases throughout the school day</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Why, how and where do people worship?</li> <li>• Features of worship in Christianity and Islam</li> <li>• Why and how places of worship are special</li> <li>• Make links to how we worship at school</li> <li>• Reflect on places that are special to us</li> </ul>
PHSE & British Values	<ul style="list-style-type: none"> <li>• Recognising feelings and understanding emotions</li> <li>• Developing a positive sense of self</li> <li>• Stress management and conflict resolution</li> <li>• Yasmin and Tom – Feelings: different emotions</li> </ul> <p>Relationships: friends</p> <p><b>British Value-</b> tolerance and of those with different believes and values.</p>
Learning and Life Skills	<p>Developing a sense of self-worth and an understanding of self and others</p> <ul style="list-style-type: none"> <li>• I can identify what makes me feel safe and secure</li> <li>• I can share positive qualities about myself and my culture with others</li> <li>• I can explain what I like and dislike and give reasons</li> <li>• I can identify objects and areas that belong to me</li> <li>• I can imagine familiar environments and describe what they look like</li> </ul>
Design and technology	<p>Starry night animation</p> <p>Luna – short film</p>
Art & Sketchbooks	<ul style="list-style-type: none"> <li>• Starting point – Starry Night by Van Gogh, and Café Terrace at Night and Starry Night over the Rhone</li> <li>• Colour mixing – mixing blue and yellow using different materials – pastels, chalk, powder paint, water colour, poster paint, pencils, crayons, etc</li> <li>• Paint flicking</li> </ul>

	<ul style="list-style-type: none"> <li>• Exploring the colour blue</li> <li>• Creating Starry Night artwork</li> <li>• Clay/Paper owls</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Twinkle Twinkle Little Star as starting point to explore wonder and questions about stars and space/the night sky</li> <li>• Listen to The Spheres</li> <li>• Listen to, practise and perform songs linked to stars such as Reach for the Stars by S Club 7 and Catch a Falling Star and Perry Como</li> </ul>
Drama	<ul style="list-style-type: none"> <li>• Story telling:</li> <li>• Identifying key images and important moments, retelling the story in their own words</li> <li>• Still images will be used to mark out those key moments using the drama technique 'thoughts out loud'</li> </ul>
PE	<p><b>Specialist: Gymnastics (Travelling/Jumps/Landings)</b></p> <ul style="list-style-type: none"> <li>• I can travel in a variety of ways</li> <li>• I can jump and land in a variety of ways</li> <li>• Leaps and turns/sequences</li> <li>• I can use the area and apparatus safely</li> </ul>
Outdoor learning	<ul style="list-style-type: none"> <li>• Inspiration from the Van Gough Starry night painting</li> <li>• What animal do you think would live in the paintings</li> <li>• Learning about owls and their habitats</li> <li>• Bird spotting - what birds live at Darlington school?</li> </ul>
Trips and Visits	<ul style="list-style-type: none"> <li>• Visit our local library</li> <li>• Visit from real-life owls! Twit-twoo! 14.01.2019</li> </ul>