

## Wildground Federation Theme Learning Plan

Context for Learning:  
**Into the Forest**

Term:  
**Summer 2**

Year group:  
**1**

**Hook:** We will visit Hillier Gardens to explore a range of different natural sculptures and to uncover facts about the different plants, animals and mini-beasts that live in our local environment.

**Outcome:**

For parents to come in and see the children's artwork inspired by the artist James Brunt and our science topic on Plants on Thursday 16<sup>th</sup> July at 2.45pm



**Key Events:**

**Wednesday 3rd June**

Children visit Hillier Gardens during school hours.

**Wednesday 17<sup>th</sup> June**

Father's Day Wrap Room

**Wednesday 24th June**

Sports morning

**Thursday 16<sup>th</sup> July**

Wallabies and Penguins topic outcome.

Parents to arrive to classroom doors at 2.45pm to share Y1's Art and Science learning

**Language:**

**To develop our communication skills we will be:**

- using role-play to support children in using a range of language
- exploring traditional tales and the language used to sequence a narrative
- using a range of vocabulary to explore our five senses
- learning how to share life experiences with others by using talking partners and circle time

**The arts:**

**In developing the arts we will be:**

- reflecting on the different form of art and discovering how art can be 3D
- researching the artist James Brunt and discover his art
- exploring different sculptures.

**Inclusion:**

**To be as inclusive as possible we will be:**

- looking at how everyone has different childhoods and sharing them as a class
- exploring our Golden Rule of 'Be Kind' and how we demonstrate this in our local environment
- reflecting on the alternative story of 'The Three Little Pigs' and discuss the themes of teamwork and acceptance

**Possibilities:**

**In order to widen our knowledge and understanding of the future we will be:**

- learning the use of modern technology to produce a story instead of using pen and paper
- considering jobs linked with artists and how they share their ideas
- understanding how illustrations are created for books

**Environment:**

**As people concerned with our environment we will be:**

- researching how animals help our environment and the importance of maintaining the eco systems
- understanding weather change and the time of year
- using our school routine to understanding re-cycling in our school
- growing and developing understanding of what is best for plant growth

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### Main Areas of Learning

<b>As Mathematics we will...</b>	<ul style="list-style-type: none"> <li>• explore money, recognising what each coin and note represents.</li> <li>• explore different volumes using the language 'more than and less than'</li> <li>• explore different objects and compare how heavy or light they are to each other.</li> <li>• look at how to explain where an object is in relation to another.</li> </ul>
<b>As writers we will...</b>	<ul style="list-style-type: none"> <li>• learn the structure of a traditional tale and change the ending.</li> <li>• focus on writing a continued narrative and adding alternative sounds when spelling.</li> <li>• write a recount of our school visit to Hiller Gardens.</li> </ul>
<b>As scientists we will...</b>	<ul style="list-style-type: none"> <li>• learn about the plant and animal life cycles.</li> <li>• explore different habitats for animal and go on a bug hunt using a range of scientific equipment.</li> <li>• discover the plant structure and understand what environment is best for plants to grow.</li> </ul>
<b>As artists we will...</b>	<ul style="list-style-type: none"> <li>• explore the form, texture and shape of sculptures.</li> <li>• study the artist James Brunt and his style of art.</li> <li>• use our findings to create our own sculpture to a design brief.</li> </ul>
<b>As technicians we will...</b>	<ul style="list-style-type: none"> <li>• learn how to use the app 'Book Creator' on the ipads to design and create our own basic stories that include a front cover and a blurb.</li> <li>• follow simple instructions to learn how to use and include a range of different features of this word processing programme such as how to change the font colour, size and style, how to draw images using the paintbrush tool and how to import images.</li> </ul>
<b>In learning about beliefs, we will...</b>	<ul style="list-style-type: none"> <li>• investigate how different cultures remember special events or time.</li> <li>• look at Krishna's birthday which is celebrated by the Hindu religion.</li> <li>• compare and contrast how they may celebrate birthdays and how we may celebrate birthdays.</li> </ul>
<b>As musicians we will...</b>	<ul style="list-style-type: none"> <li>• know how to make a sequence of long and short sounds with support (duration).</li> <li>• learn to clap longer rhythms of one bar by copying.</li> <li>• make different sounds (high/low, loud/quiet sounds)</li> </ul>
<b>As geographers we will...</b>	<ul style="list-style-type: none"> <li>• learn about the local environment focusing on human and physical features in the local area.</li> </ul>
<b>In learning about ourselves and others we will...</b>	<ul style="list-style-type: none"> <li>• talk about how we have grown over time and reflect on how we have changed since the start of the year.</li> <li>• look at the differences and similarities from when we were a baby to life today recognising that we have become much more independent and confident in ourselves as we have grown.</li> </ul>
<b>As athletes we will...</b>	<ul style="list-style-type: none"> <li>• learn how to warm up our bodies and know why we need to warm up and cool down.</li> <li>• learn how running, jumping and throwing can be used effectively to support our performance.</li> <li>• practice different athletics before competing in our Sports Day.</li> </ul>