








Spring 1: How Do We Express Ourselves?

Driver: PSHE

Outcome: How can our feelings be expressed with colour?

<p>Core Text: Colour Me Happy, Colour Me Sad</p> <p>The Proudest Blue</p> <div style="text-align: center;">  </div>	<p>Writing Genres: Diary Entry x2</p>
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Vocabulary	Compare, group, local area, homes, feelings, colours, expression, zones of regulation, digital painting
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Subjects:	Learning Objectives:	Activities
<p>Science: Everyday Materials</p> 	<p>I can distinguish between an object and the material from which it is made.</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Observing 3 Little Pigs different house materials. (Research)</p> <p>Describing the materials/properties used to build different types of homes. (Research)</p> <p>Comparing/ Grouping the materials/properties used to build different types of homes. (Identifying, grouping and classifying)</p> <p>Investigating and designing our own homes (for the centre of our Geography maps) (Problem-solving)</p>
<p>Geography: Our Home</p> 	<p>Name, describe and compare familiar places</p> <p>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</p> <p>Link their homes with other places in their local community</p> <p>Understand how some places are linked to other places e.g. roads, trains</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes</p> <p>Make simple maps and plans e.g. pictorial place in a story</p>	<p>Describe their homes and where they live. Describe the areas around their homes.</p> <p>Show different homes in the area and compare.</p> <p>Local walk around school and compare with the grounds of another schools</p> <p>Make a map of the school and select 3 places that make you feel calm, happy and excited. Include these on map. Link places together.</p>
<p>Art: Feelings and Colour</p> 	<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines</p> <p>Use artwork to record ideas, observations and experiences</p> <p>Know the names of tools, techniques and elements that he/she uses</p> <p>Explore mark-making using a variety of tools</p>	<p>Explore 4- different emotions through art (sadness-, anger, happiness, calm).</p> <p>Practice using different colours, mediums and mark makings for each emotion.</p> <p>Final piece: feelings house- 4- different corners for each feeling</p> <p>Visit art gallery</p>
<p>Computing:</p> 	<p>Creating Media: digital painting</p>	<p>Using shapes and colours to paint moods</p> <p>How can we paint using computers?</p> <p>Using shapes and lines</p> <p>Making careful choices</p> <p>Why did I choose that?</p> <p>Painting all by myself</p> <p>Comparing computer art and technology</p>
<p>PSHE: Feelings and friendships</p> 	<p>To have self-awareness of feelings</p> <p>To be able to tell how others are feeling</p> <p>Strategies to identify and manage feelings</p> <p>To identify good and not so good feelings in friendships</p>	<p>Feeling colour wheels/maps</p> <p>Different environments and feelings</p> <p>In depth work on Zones of Regulation</p> <p>Calm corner bench for playground- hand prints with zones artwork around it.</p>
<p>PE</p> 	<p>Identify the importance of having friends</p> <p>Understand the importance of family</p>	<p>Take part in activities that require the children to rely on others to understand the importance of others</p>

Action/Exhibition:

Calm Corner and Zones Display for Playground

Trip ideas

Local walks

To be taught in a block and evidenced through floor books



RE: Introduction to Christianity- What does it mean to be a Christian?



PSHE: Internet safety and harms, Personal safety relationships education

