

Mulberry  
Wood Wharf Primary

# Year One Spring Plan 2023



Part of the  
**Mulberry**  
Schools Trust



Year 1 Spring: Where shall we go? Why do you want to go there?

English	Intent
<p><b>Poetry</b> The Sound Collector by Roger McGough Innovate -Write their own sound collector poem</p> <p><b>Fiction</b> <b>Narrative from a significant author</b> Oi! Get off our train by John Burningham innovate: change the form of transport Outcome: Fact file of an endangered animal BV: Respect</p> <p><b>Traditional Tale</b> Hansel and Gretal Retell –orally &amp; then just choose to write some simple sentences about the story. Invent – Hansel and Gretel meet someone else in the woods Innovate - a story to go with the Black Hat</p> <p>Other stories to share: John Burningham as an author focus Other poetry by Roger McGough The Town Mouse and the Country Mouse The Foggy, Foggy Wood by Nick Sharratt</p>	<p>This topic moves children away from the familiar setting of London and begins to help them to consider and explore the wider world. Imagination is key to this as well as teaching children different ways of finding about the world through technology, questioning and books. The question of why each person makes choices and prefers certain aspects of different things is important here and the nurturing of curiosity is key. <b>Respect</b> towards each other’s differing views is nurtured during this topic.</p> <p>World of work: sound engineers,</p> <p>Educational visits: Transport Museum, The Mosque Tower Hamlet’s Cemetery (ongoing provision)</p>
<p><b>History</b></p> <p><b>How has transport in London changed over time?</b> <b>Outcome: A diagram of a model of transport which has changed or been developed in recent history (Plus a recount of their visit)</b> -changes within living memory. (1945 onwards)</p> <p>-Know that modes of travel have changed in style and in technology (e.g. DLR, low emission buses) -To order vehicles in a chronology based on their own knowledge and understanding and talk about their reasons for deciding on the order -Know that transport has changed over time -Can describe some differences between modes of transport from the past and now -Know that changes have occurred in the way people travel around London (e.g. DLR, low emission buses) -Are able to give reasons why transport has changed over time <b>Maths link: Tallying of transport outside the school. How many buses, cars, bicycles etc</b></p>	<p><b>Geography</b></p> <p><b>Location: Where shall we go and what shall we see?</b> <b>Outcome: Write a quiz for another year group based on their learning</b> -name and locate the world’s seven continents and five oceans -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Identify locations of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>- Use basic geographical vocabulary to refer to human and physical features to refer to</b></p> <p><b>-physical geography:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop -use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p> <p><b>All children</b> Know the names of the 7 continents and 5 oceans of the world Know the four countries and capitals of the United Kingdom Know some features of hot and cold places in the world Know where the equator, North Pole and South Pole are on a globe Use geographical language to describe locations</p>



Art/DT	Maths	
<p><b>DT: Creating a 3D cardboard box of a location researched in geography</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>-design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>-generate, develop, model and communicate their ideas through talking, drawing, and mock-ups</li> </ul> <p><i>Make</i></p> <ul style="list-style-type: none"> <li>-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>-evaluate their ideas and products against design criteria</li> </ul> <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> <li>-build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>-explore and use mechanisms [for example, levers], in their products</li> </ul> <p>ALL CHILDREN</p> <ul style="list-style-type: none"> <li>Describe their own ideas about designing something</li> <li>Use a drawing to help explain to others their ideas</li> <li>Explain how they want to make a product before making it</li> <li>Choose appropriate resources and tools</li> <li>Describe what has worked well and what hasn't worked so well</li> </ul> <p><b>Art: Printing</b></p> <p><b>Outcome: Printing on Fabric linked to ongoing science provision</b></p> <p><b>Measuring squares/rectangles to create backgrounds &amp; using string, straws, match sticks, buttons to create printing blocks (black)</b></p> <p><u>Ensure taught weekly</u></p> <ul style="list-style-type: none"> <li>-to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern,</li> </ul>	<p>Time</p> <p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Fractions</p>	



<p>texture, line, shape, form and space</p> <p>-about the work of, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Maths link: 2D shapes, sequences, patterns</p> <p>ALL CHILDREN</p> <p>Know the names of the primary colours</p> <p>Know how to create a repeating pattern in print</p> <p>KNOW how to create a printed piece of art by rolling, rubbing and stamping</p> <p>Suggest how artists have used colour</p>	
Discrete Subjects	
PSHE	Music
<p><b>Dreams &amp; Goals</b></p> <p><b>Outcome: Garden of dreams and goals</b></p> <p>Can set simple goal and know how to achieve it</p> <p>Understand how to work well with a partner</p> <p>Tackle new challenge and understand how to stretch their learning</p> <p>Identify obstacles that make achieving challenges difficult and work out how to overcome them</p> <p>Talk about a time when they achieved a goal</p> <p>Article 28: You should be encouraged to go to school to the highest level you can.</p> <p>Article 29: Your education should help you use &amp; develop your talents &amp; abilities</p> <p>BV: Individual liberty</p> <p><b>Healthy Me</b></p> <p><b>Outcome: The Happy, Healthy Me Recipe Book</b></p> <p>Understand the difference between healthy and unhealthy</p> <p>Know some healthy choices</p> <p>Know how to keep myself clean and how germs cause illness/disease</p> <p>Know medicines can help your body to recover and they need to be used safely</p> <p>Know about road safety</p> <p>Article 17: You have the right to get information that is important to your well-being from radio, newspaper, books, computers &amp; other sources. Adults should make sure that the information you are getting is not harmful ,and help you find &amp; understand the information you need.</p>	<p><b>Topic: Materials and Sounds, Sound and silence</b></p> <p><b>Outcome: sort and classify instruments based on materials and play as an 'orchestra' Compose a piece of music based on the Sound collector Poem.</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes eg. <i>Boom chicka boom. Have you got your loud voice etc</i></p> <p>play tuned and untuned instruments musically</p> <p>experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Use and create symbols to represent different sounds.</p> <p>Relating and recreating physical sounds on musical instruments. Focu on compare and contrast. Use musical language to describe choices.</p> <p>ALL CHILDREN:</p> <p>look at existing instruments and say what they're made from, compare how they are played and the effect of the sound based on the material e.g. string is plucked, short sound. wood is hit, short sound. etc.</p> <p>sound - when you hear the music, silence - when no music is played, effects as a listener</p> <p>Make choices on what sound to play based on the poem 'The Sound collector'.</p> <p><a href="#">Link English (Sound Collector)</a></p>
RE	PE
<p><b>How &amp; why do we celebrate sacred times?</b></p> <p><b>Outcome: Venn diagram comparing practises across different festivals</b></p> <p>Suggest some ways Christians celebrate Christmas , Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion</p> <p>Retell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers</p> <p>Identify some ways Muslims celebrate Eid-ul-Fitr and Ramandan</p> <p>Identify some ways Jews celebrate Pesach</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another</p>	<p>Games: Bat and ball skills and games</p> <p>Gymnastics: Rocking and rolling</p> <p>Athletics: Unit 1</p> <p>Dance: Streamers and conkers</p>

religion Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers

**ALL CHILDREN:**

Describe how a festival is celebrated.

identify some ways Christians celebrate Easter

Describe what happens and what is being celebrated at Eid-ul Fitr

Describe what happens during Ramadan

retell stories connected with Easter and say why these are important to Christians

Think of reasons why some people choose to fast during Ramadan Give reasons why some people like to celebrate important events

Give reasons why some people use music in celebrations

Describe the link between a selection of Easter artefacts and the story and celebration of Easter events

Describe the link between a selection of Pesach symbols and the story of Pesach


Identify some similarities between the celebrations studied

Article 14: You have the right to choose your own religion & beliefs. Your parents should help you decide what is right & wrong, & what is best for you.

BV: Tolerance

Supporting stories/texts: The Christmas Story, The Story of Diwali, The Story of Hannukah





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Mulberry Wood Wharf Primary  
20 Brannan Street, London E14 9ZR

 020 7790 6327

 [www.mulberrywoodwharf.org](http://www.mulberrywoodwharf.org)

