

Rolvenden Primary School – Theme Map



Class

Willow – Term 1

History Skills

- Find out about everyday lives of people in time studied
- Compare with our life today.
- Identify reasons for and results of people's actions.
- Understand why people may have wanted to do something.
- Look at evidence available.
- Compare the different sources
- Use text books and historical knowledge
- Look at representations of the period- museum, cartoons etc.
- Historical enquiry
- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research
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Music

- Confidently identify and move to the pulse
- Think about what the words of a song mean
- Take it in turn to discuss how the song makes them feel
- Listen carefully and respectfully to other people's thoughts about the music.

Geography Skills

- Locate places on a larger scale maps.
- Use junior atlases to locate places on a map.

Art

- Experiment with using primary colours.
- Naming colours of different shades.
- Mixing colours to make new ones.
- Learn the names of different tools that bring colour.
- Use a range of tools to make coloured marks on paper.

RE Skills

- Give examples of how believers and non-believers act.
- Ask questions and suggest responses to those questions.
- Make connections between stories

The Titanic



Computing

- Understand the construction of a network and how devices are linked.
- Navigate using an internet browser (including tabbed browsing for two or more web pages.
- Begin to understand that the internet is made up of fact, fiction and opinion.

French

- Hello
- What's your name?
- How are you?
- Goodbye
- Numbers 1-10
- How old are you?

PSHE

- How can we be a good friend?

Science Skills

- Recognise that dark is the absence of light.
- Recognise that they need light in order to see things.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.
- Explain the difference between transparent, translucent and opaque.
- Set up a simple fair test to make comparisons.
- Describe what they have found using scientific language.
- Record their observations in different ways-

Key Vocabulary

Titanic, Olympic, Britannic, class system, passengers, iceberg, New York, Southampton, White Star Line, Atlantic, disaster, lifeboats