

Year 1
Larch Class



Medstead CE Primary School
Curriculum Evaluation
Spring 2010

Exploring the Jungle



Introducing this term's theme with a question and answer session, prior to 'discovering' our very own rainforest, set the tone and generated a sense of 'awe and wonder' as well as 'wild enthusiasm' that was the perfect recipe for learning.



Children thought of their own questions and were then guided to research the answers. Good use was made of the school library and the internet.



"I liked finding out all the information about the jungle. I liked the den because it had animals. It was really good."

Kai



The information that was gathered was written on to post-it notes and then shared with the rest of the class.

The jungle theme generated lots of questions and ideas and was a brilliant starting point for literacy, drama and geography.

"I liked finding out about the jungle. It was fun. We looked in information books. I like information books because they are full of things you want to **find out."**

Bonnie

"I like it when I stroked the snake. It was a bit bumpy. The trip to the zoo was exciting and I liked it when I saw **the Leopard."**

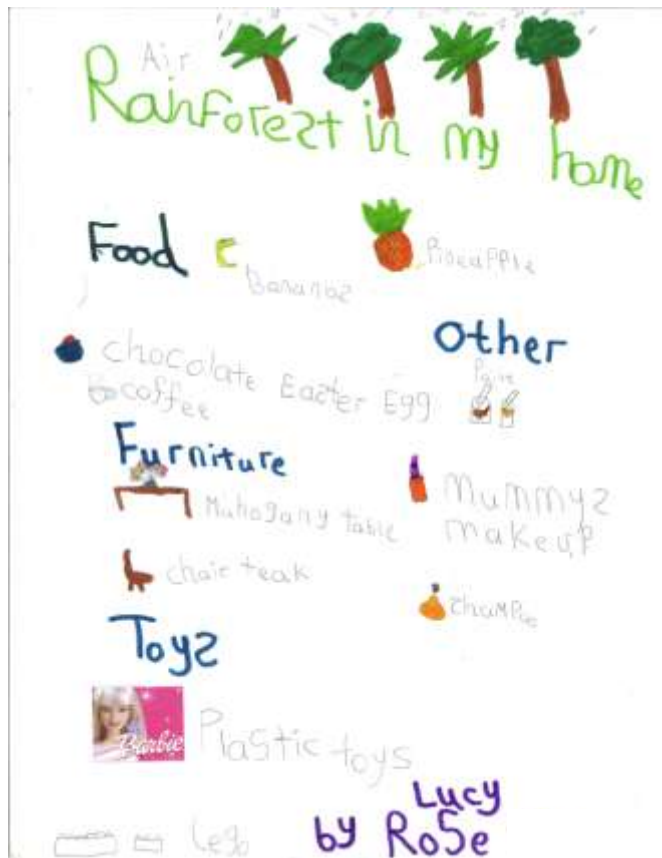
Lucy-Rose



Geography

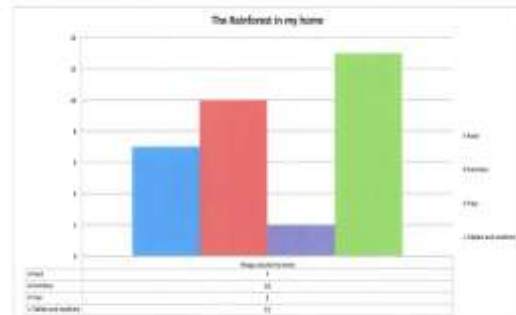
Our jungle theme greatly influenced the geography work in class and at home. The relevance of the rainforest to all the people of the world was addressed in the classroom, at the **education centre in Marwell Zoo** and by the children's own research at home.

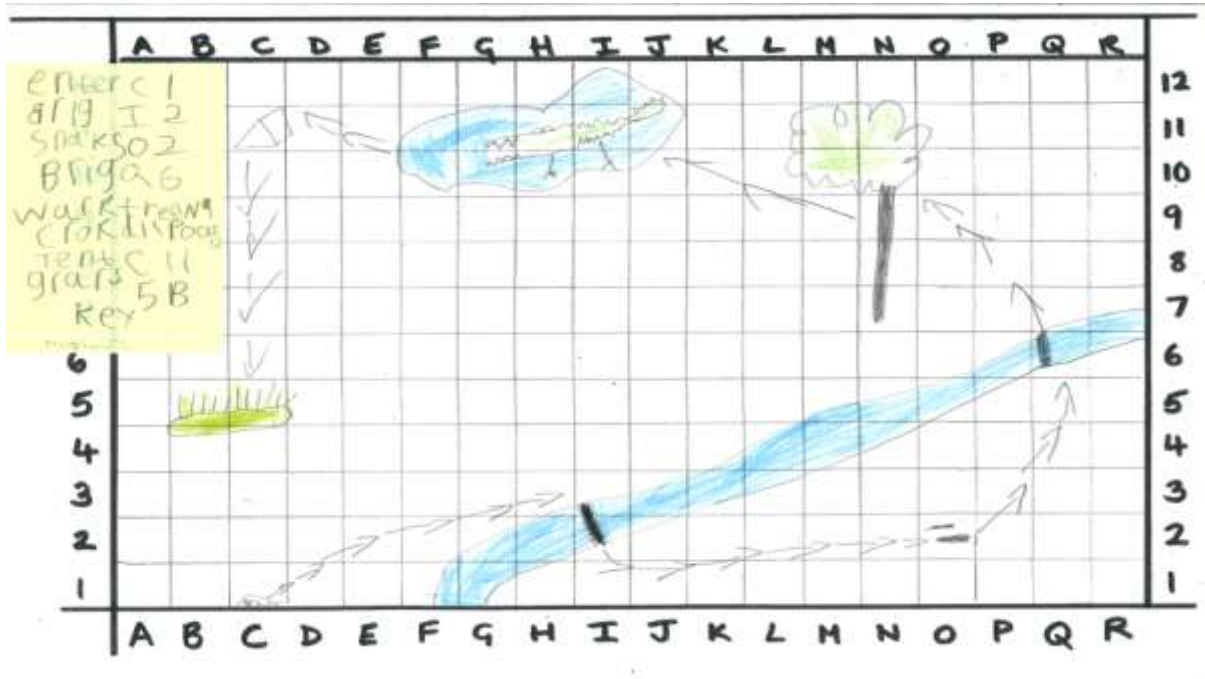
It was interesting to see the many approaches to presenting the results of the home learning tasks, from pictures, to mind maps and even the bar charts that had been taught this term.



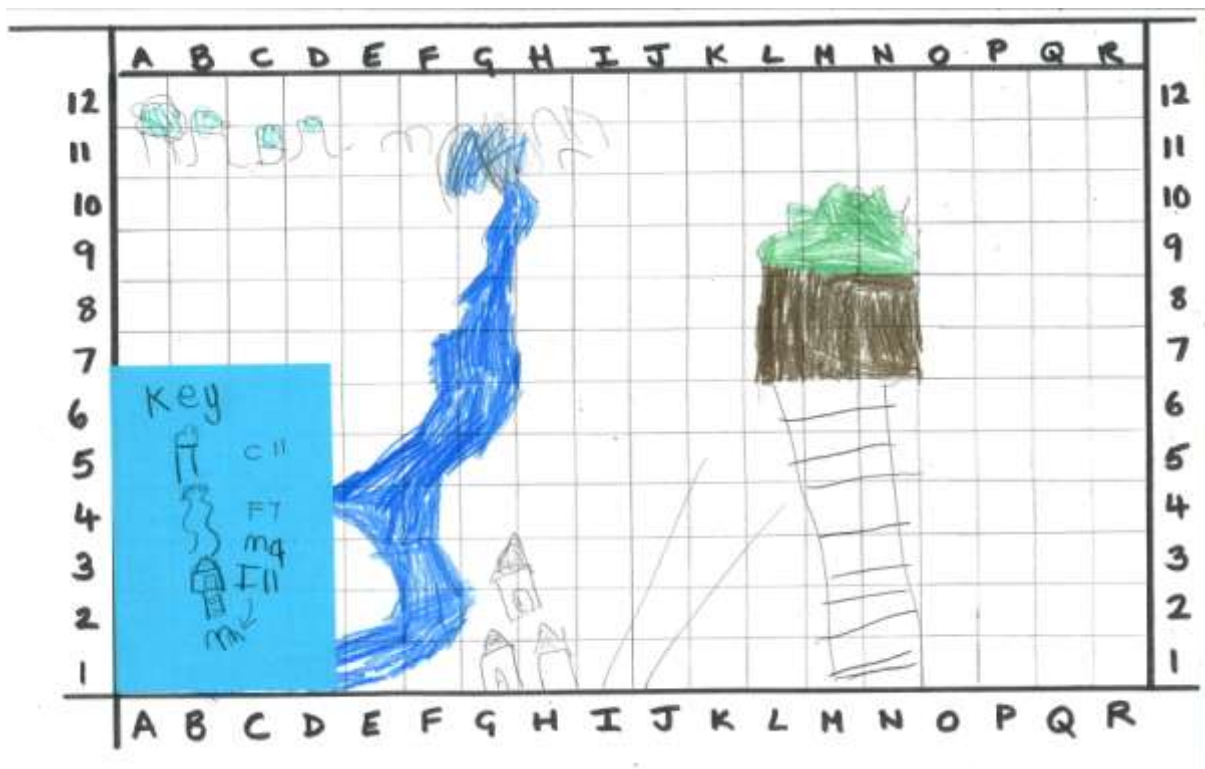
"I did pictures of rainforest food and named them. It's good to be able to do homework in the way you like best. I enjoyed colouring them in."

Lorna

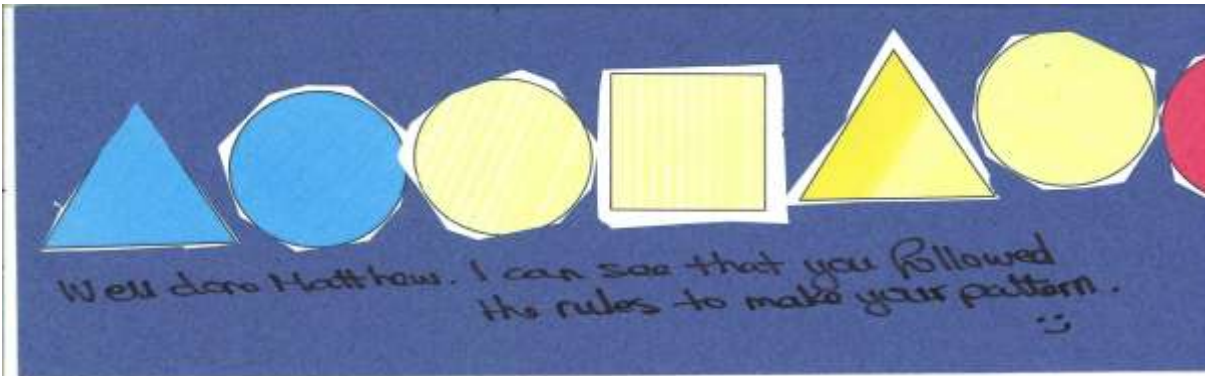




Having looked at real maps of our own area and the rainforest areas of the world, the children had great fun devising jungle maps of their own. Making a key for the maps was challenging. The play element of learning was maintained through games using the key and coordinates and linked to the children's work in maths.



Maths



Work this term included investigating 2-d and 3-d shape properties, symmetry and problem solving. There were plenty of opportunities for the children to apply their new knowledge.



As usual the emphasis was on using a practical approach and understanding that there is always more than one way to solve a problem.



This is illustrated by the pattern above. It was achieved by following a given set of rules including starting with one shape of a given colour and ending in another, using as many shapes as possible.

Children followed the rules as set out, but applied their own logic, resulting in a variety of different outcomes.

Science

On our outdoor science day Larch joined up with Willow to explore mini-beasts in our environment. In small groups we carried out fun investigations. We also greatly enjoyed our visit from the mad scientist during Science week!

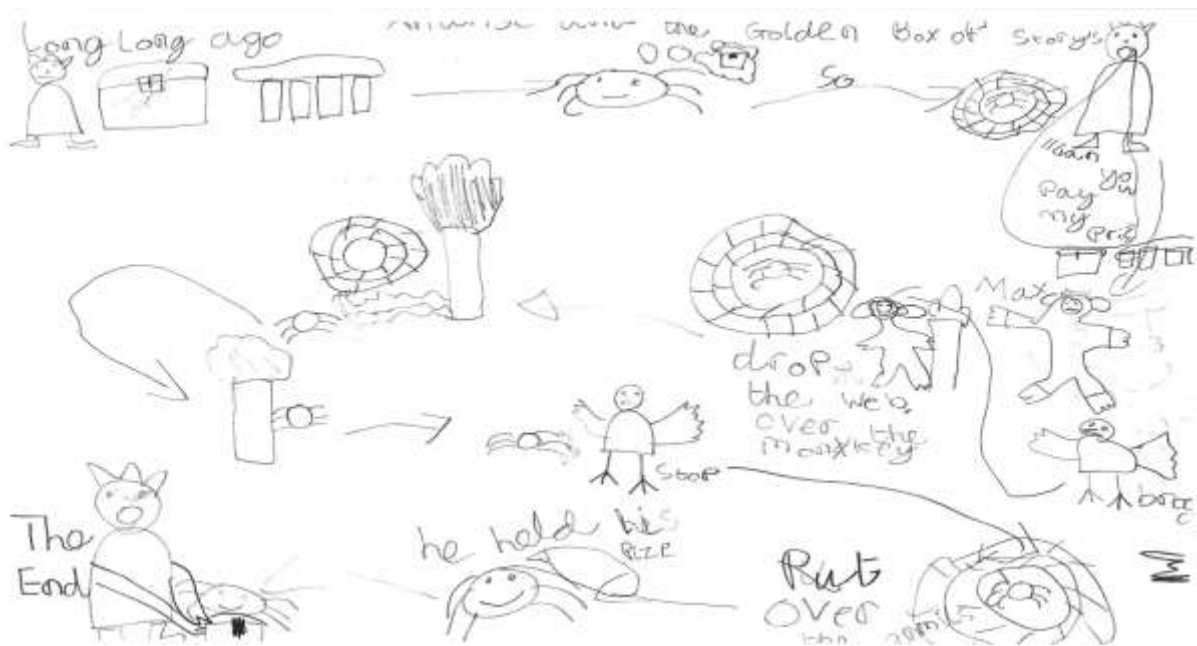


"We didn't know that part of the wall was magnetic. We just tried it and they stuck. I liked playing with them and found out things I didn't know before."

Joseph



Creative Writing



Inspired by our jungle theme, Larch and Willow worked together to dramatise the main events of an Ananse story. This dramatisation encouraged children to think more deeply about the characters and their actions, which combined with increasingly sophisticated story maps, resulted in some brilliant writing.





Ananse and the box of Storjys Grade

Long long ago there was a black hairy spider called Ananse. Ananse wanted the Golden Box of Storjys so everyone would like him. So he spun a web up to heaven and

"Box of Storjys?" said Ananse. "Can you pay my price?" said Nyame. "What is your price?" he said. "My price is to get me Max the Monkey and Bob the Bird." And off Ananse set

// So Ananse spun a web and climbed a tree and dropped the net over Max the Monkey. And he was

caught
Calk. "Now I need to capture Bob the Bird" said Ananse. So he went to the magic tree and gathered some magic dust. And then he sprinkled the magic dust over the Bird.

And Bob the Bird froze. And then he

✓ Brilliant story Lorna (m)

* Target - not to use And then at the start of each sentence.

Max the monkey and Bob the Bird. And then he held his price. And Nyame was thrilled. "Oh my word!" said Nyame. "For now on my Box of Storjys will be yours ^{as} big as Ananse gets it. The end

Puppet Theatre

"Making puppets for the puppet theatre was fun. My favourite part of the story was when Handa's friend said she liked tangerines."

Millie



Larch's new book corner doubles as a puppet theatre. Children have enjoyed listening to stories and then making characters and scenery so that they can act out the story or even create an alternative version. This role-play and collaborative work generates ideas and vocabulary that the children then use in their own writing.

"I liked colouring in the puppets and using them to tell the story. We acted out the story for an audience."

Hannah



Groups of children have worked together sequencing stories and organising themselves to produce performances for the rest of the class to enjoy.

Book Reviews



"I like the book corner because its full of books we chose ourselves. It's good to look at other peoples book reviews to see what to choose."

Matthew

The newly decorated 'comfy, cuddly' book corner has proved to be very popular! It has encouraged lots of independent reading. The children enjoyed writing book reviews, sharing the reasons why a particular book was their favourite.



"I like the book corner and my favourite book is the one with 'Astroboy' on the back because Matthew and Joseph came to see it at the cinema with me."

Felix



Medstead School

