

## Year 1: Term 2: Kings and Queens

<b>Concepts</b>				
<b>Global Learning</b>	<p><u>SCSM</u></p> <p>Children's Mental Health Week – February 6<sup>th</sup> - 12<sup>th</sup> Internet Safety Week – February 6<sup>th</sup> - 10<sup>th</sup></p>	<p><u>The UK -</u></p> <p>Local History: Melbourne Castle / Melbourne Hall Patron Saints (St David, St George)</p>	<p><u>Celebrations</u></p> <ul style="list-style-type: none"> <li>Easter - Lent February 22<sup>nd</sup> – April 6<sup>th</sup> / Good Friday April 7<sup>th</sup></li> <li>Holi - March 8<sup>th</sup></li> <li>Chinese New Year – Year of the Rabbit – January 22<sup>nd</sup></li> <li>St. David's Day - March 1<sup>st</sup></li> <li>St. George's Day – April 23<sup>rd</sup></li> </ul>	
	Science	History/Geography	Art	
<b>Knowledge</b>	<p>Everyday materials:</p> <ul style="list-style-type: none"> <li>To distinguish between an object and the material from which it is made.</li> <li>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>To describe the simple physical properties of a variety of everyday materials.</li> <li>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p>Seasonal changes:</p> <ul style="list-style-type: none"> <li>To observe changes across the four seasons.</li> <li>To observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p>Pupils are taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory.</li> <li>events beyond living memory that are significant nationally or globally.</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils are taught:</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 and painting to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p>Portraits – link to history.</p>	
<b>Skills</b>	<p>Working Scientifically:</p> <p>Throughout the year pupils should be taught to use the following practical scientific methods, processes and skills through the programme of study content.</p> <ul style="list-style-type: none"> <li>To ask simple questions and recognise that they can be answered in different ways.</li> <li>To identify and classify – classifying within a given criteria and beginning to develop own criteria.</li> <li>To use their observations and ideas to suggest answers to questions.</li> <li>To observe closely, using simple equipment.</li> <li>To gather and record data to help in answering questions.</li> <li>To perform simple tests – recognising when a test is fair.</li> </ul>		<p>Drawing - Children can:</p> <ul style="list-style-type: none"> <li>Hold and use drawing tools, using them with some dexterity.</li> <li>Draw using a variety of media e.g. pencil, pencil crayons, wax crayon, felt pens, pastels, chalk.</li> <li>Draw lines of varying. Thicknesses.</li> <li>Draw on different surfaces e.g. different types of paper, tarmac, brick, concrete.</li> <li>Draw regular and irregular shapes from observation e.g. a single object, a group of objects, the space between objects.</li> <li>Move towards solidly filling in an outline.</li> </ul>	<p>Painting - Children can:</p> <ul style="list-style-type: none"> <li>Experiment with different brushes/sponge applicators and explore a range of marks they can make.</li> <li>Mix primary colours to create secondary colours.</li> <li>Begin to work on different scales to develop an awareness of space.</li> <li>Begin to show control over the application of the paint.</li> <li>Apply colour to represent real life as well as imaginative ideas.</li> </ul>
<b>Vocabulary</b>	wood, plastic, glass, metal, water, and rock, hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.	old, new, a long time ago, artefact, object, past – before/then, present – now.	<p>Drawing</p> <p>Portrait, Self-portrait, Line drawing, Detail, Landscape, Thick, thin, Dark/light, Bold, Space, Shape(s), Regular shape, Irregular shape, Straight / curved</p>	<p>Painting</p> <p>Colour words, Primary colours, Secondary colours, Darker, Lighter, Brushstrokes – dab, stipple, long strokes, short strokes.</p>

<p>Computing</p> <p>Online Safety - (see separate SOW linked to Project Evolve)</p> <ul style="list-style-type: none"> <li>Online Reputation</li> <li>Online Bullying</li> <li>Managing Information Online</li> </ul> <p>*We will be doing an Internet Safety Week 6<sup>th</sup>-10<sup>th</sup> February</p>	<p>DT</p> <p>Design</p> <ul style="list-style-type: none"> <li>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>To explore and evaluate a range of existing products.</li> </ul>
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<p>Music In The Groove</p> <ul style="list-style-type: none"> <li>• Theme: How to be in the groove with different styles of music.</li> <li>• Activity Focus:</li> <li>• Find the pulse</li> <li>• Copy and clap back rhythms</li> <li>• Clap the rhythm of your name</li> <li>• Clap the rhythm of your favourite food</li> <li>• Make up your own rhythms</li> <li>• Sing in different styles</li> <li>• Play an instrument using one or two notes</li> <li>• Compose a simple melody.</li> </ul>	<ul style="list-style-type: none"> <li>• To evaluate their ideas and products against design criteria</li> </ul> <p>RE</p> <p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> <li>• Show an awareness that some people belong to different religions.</li> <li>• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</li> <li>• Identify some similarities and differences between the ceremonies studied.</li> </ul> <p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> <li>• Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.</li> <li>• Re-tell a story about the life of the Prophet Muhammad.</li> <li>• Recognise some objects used by Muslims and suggest why they are important.</li> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</li> </ul>
<p>PE Real Foundations <a href="https://real.jasmineactive.com/">https://real.jasmineactive.com/</a></p> <p>A program of 12 Lessons that cover the Fundamental Skills required for PE</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p>PSHE</p> <p>PSHE - Living in the Wider World</p> <p>Session 1: about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <p>Session 2: that different people have different needs</p> <p>Session 3: how we care for people, animals and other living things in different ways</p> <p>Session 4: how they can look after the environment, e.g. Recycling</p> <p>Session 5: how and why people use the internet the benefits of using the internet and digital devices</p> <p>Session 6: how people find things out and communicate safely with others online</p> <p>Session 7: that everyone has different strengths, in and out of school</p> <p>Session 8: about how different strengths and interests are needed to do different jobs</p> <p>Session 9: about people whose job it is to help us in the community</p> <p>Session 10: about different jobs and the work people do</p>