Year 1: Term two: Kings and Queens (GLT) / Explorers (BLT)

<table>
<tr><td>Concepts</td><td colspan="4"></td></tr>
<tr><td>Global Learning</td><td colspan="2"><u>SCSM</u>

Children's Mental Health Week – 1-5 February
Internet Safety Week – 8-12 February</td><td colspan="2"><u>The UK</u> -

Local History: Melbourne Castle / Melbourne Hall (GLT)
Thomas Cook. (BLT)
Patron Saints (St David, St George)</td><td><u>Celebrations</u>
• Easter - Lent Feb 17th - Mar 29th / Good Friday 2nd April
• Holi - March 28th/29th
• Chinese New Year – Year of the Ox – 12th February
• St. David's Day - 1St March</td></tr>
<tr><td></td><td colspan="2">Science</td><td colspan="2">History/Geography</td><td>Art</td></tr>
<tr><td>Knowledge</td><td colspan="2">Everyday materials:

• To distinguish between an object and the material from which it is made.
• To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
• To describe the simple physical properties of a variety of everyday materials.
• To compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes:

• To observe changes across the four seasons.
• To observe and describe weather associated with the seasons and how day length varies.</td><td colspan="2">History:
Pupils are taught about:

• changes within living memory.

• events beyond living memory that are significant nationally or globally.
• the lives of significant individuals in the past who have contributed to national and international achievements.</td><td>• To use a range of materials creatively to design and make products.

• To use drawing and painting to develop and share their ideas, experiences and imagination.

• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Portraits – link to history.</td></tr>
<tr><td>Skills</td><td colspan="2">Working Scientifically:

Throughout the year pupils should be taught to use the following practical scientific methods, processes and skills through the programme of study content.
These objectives can be taught through use of Sam the Scientist but should also be evident during other science lessons:
<table><tr><td>To ask simple questions and recognise that they can be answered in different ways</td><td>To observe closely, using simple equipment</td><td>To perform simple tests – recognising when a test is fair</td></tr><tr><td>To identify and classify – classifying within a given criteria and beginning to develop own criteria</td><td>To use their observations and ideas to suggest answers to questions</td><td>To gather and record data to help in answering questions</td></tr></table></td><td colspan="2"></td><td>Drawing - Children can:

• Hold and use drawing tools, using them with some dexterity.
• Draw using a variety of media e.g. pencil, pencil crayons, wax crayon, felt pens, pastels, chalk.
• Draw lines of varying. Thicknesses.
• Draw on different surfaces e.g. different types of paper, tarmac, brick, concrete.
• Draw regular and irregular shapes from observation e.g. a single object, a group of objects, the space between objects.
• Move towards solidly filling in an outline.</td><td>Painting - Children can:

• Experiment with different brushes/sponge applicators and explore a range of marks they can make.
• Mix primary colours to create secondary colours.
• Begin to work on different scales to develop an awareness of space.
• Begin to show control over the application of the paint.
• Apply colour to represent real life as well as imaginative ideas.</td></tr>
<tr><td>Vocabulary</td><td colspan="2">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.</td><td colspan="2">New, young, younger, youngest, old, older, oldest, years ago, before ,after, long ago, ancestor, modern, recent, similar, same, decade, century, millenium, period, began, first ,timeline, calendar, next, then, finally, different, ancient, BC, AD, artefact, cause, effect, evidence, generation, change, impact, discovery, invention, traditional, old fashioned, innovative, historical.
Past, present, source</td><td>Drawing

Portrait, Self-portrait,Line drawing, Detail, Landscape, Thick, thin, Dark/light, Bold, Space, Shape(s), Regular shape, Irregular shape, Straight / curved</td><td>Painting

Colour words, Primary colours, Secondary colours, Darker, Lighter, Brushstrokes – dab, stipple, long strokes, short strokes.</td></tr>
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Computing

Online Safety - (see separate SOW linked to Project Evolve)

- Online Reputation
- Online Bullying
- Managing Information Online

*We will be doing an Internet Safety Week 8-15 February

DT

Design

- To design purposeful, functional, appealing products for themselves and other users based on design criteria.
- To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- To explore and evaluate a range of existing products.
- To evaluate their ideas and products against design criteria

Music

In The Groove

- Theme: How to be in the groove with different styles of music.

- Activity Focus:
- Find the pulse
- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms
- Sing in different styles
- Play an instrument using one or two notes
- Compose a simple melody.

RE

PE

Real Foundations https://real.jasmineactive.com/

A program of 12 Lessons that cover the Fundamental Skills required for PE

PSHE

PSHE - Living in the Wider World

Session 1: about examples of rules in different situations, e.g. class rules, rules at home, rules outside

Session 2: that different people have different needs

Session 3: how we care for people, animals and other living things in different ways

Session 4: how they can look after the environment, e.g. Recycling

Session 5: how and why people use the internet the benefits of using the internet and digital devices

Session 6: how people find things out and communicate safely with others online

Session 7: that everyone has different strengths, in and out of school

Session 8: about how different strengths and interests are needed to do different jobs

	Session 9: about people whose job it is to help us in the community Session 10: about different jobs and the work people do