

Year 1: Term Two: Travel/ Flight - To Infinity and Beyond -

Concepts													
Global Learning	<p>SCSM - Me & My World</p> <table border="1" data-bbox="232 240 1509 496"> <tr> <td data-bbox="232 240 555 284">Social</td> <td data-bbox="566 240 873 284">Cultural</td> <td data-bbox="884 240 1191 284">Spiritual</td> <td data-bbox="1202 240 1509 284">Moral</td> </tr> <tr> <td data-bbox="232 288 555 496"> To use a range of social skills to work alongside and together with a range of different children. To develop whole school / year group / class activities. PSHE - Relationships </td> <td data-bbox="566 288 873 496"> To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities Stories from around the world. </td> <td data-bbox="884 288 1191 496"> To consider their own beliefs and learn and about and respect those of the world around them R.E. - What does it mean to belong to a faith community? </td> <td data-bbox="1202 288 1509 496"> To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues Environmental Issues & Recycling </td> </tr> </table>				Social	Cultural	Spiritual	Moral	To use a range of social skills to work alongside and together with a range of different children. To develop whole school / year group / class activities. PSHE - Relationships	To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities Stories from around the world.	To consider their own beliefs and learn and about and respect those of the world around them R.E. - What does it mean to belong to a faith community?	To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues Environmental Issues & Recycling	Celebrations St David (March 1 st) St Patrick (March 17 th)
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Knowledge	<p>Science</p> <p>Everyday materials:</p> <ul style="list-style-type: none"> 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. <p>Seasonal changes:</p> <ul style="list-style-type: none"> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies. 		<p>Design Technology</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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. <p>Evaluate</p> <ul style="list-style-type: none"> To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria 		<p>Art</p> <ul style="list-style-type: none"> 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 <p>Children can:</p> <ul style="list-style-type: none"> Name primary and secondary colours. Name the colours they use. 								
Skills	<p>Working Scientifically: Year one.</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. These objectives can be taught through use of Sam the Scientist but should also be evident during other science lessons:</p> <p>Pupils should be:</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> To ask simple questions and suggest ways in which they may be answered. (Where appropriate, this may include research using secondary sources.) <p>observing closely, using simple equipment</p> <ul style="list-style-type: none"> To observe closely, using simple equipment. Where appropriate, to observe changes over time. <p>performing simple tests</p> <ul style="list-style-type: none"> To perform simple, comparative tests. <p>identifying and classifying</p> <ul style="list-style-type: none"> To identify and classify objects, materials and living things. To classify within a given criteria and, with support, begin to make decisions about how items may be grouped or sorted. <p>using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> To use observations and ideas to suggest answers to questions. With guidance, begin to notice simple patterns. <p>gathering and recording data to help in answering questions.</p>		<p>DT Skills - Year 1</p> <p>Design</p> <ul style="list-style-type: none"> Begin to develop their own ideas through a familiarity with existing products. Begin to develop their own ideas through talking and drawing. Design a product following simple design criteria. Explain what their product is for. Talk about how their product works. Make a simple plan (using pictures and words) before making the product. <p>Make</p> <ul style="list-style-type: none"> Explain to someone else how they will make their product. Consider what they need to do next. Choose suitable materials to make the product and explain their choices. Say which tools they are using and why. Cut and shape paper/card using scissors. Join materials together with glue or tape. Begin to use finishing techniques to make the product look good, e.g. painting it, adding decorations/additional details. Work in a safe manner. <p>Evaluate</p> <p>Investigate existing products:</p>		<p>Drawing - Children can:</p> <ul style="list-style-type: none"> 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. 	<p>Painting - Children can:</p> <ul style="list-style-type: none"> 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. 							

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	<ul style="list-style-type: none"> To gather and record data to help in answering questions. <p>Vocabulary: Year one -Question, find out, observe, describe, test, compare, group, pattern -Measure, length, height, weight, time, temperature -Record, results, table</p>	<ul style="list-style-type: none"> Talk about existing products - what the products are, what they are made from, who they are for, how they are used. Talk about existing products and say what they like and don't like about them. If possible, take simple products apart and talk about how their parts work. <p>AFTER THE PRODUCT IS MADE:</p> <ul style="list-style-type: none"> Talk about their work, linking it to what they were asked to do. Does it meet the criteria? Talk about the steps taken to create the product. What was difficult? How did you solve any problems? Talk about things that other people have made - What do you like about the product? Begin to talk about how to make their products better. <p>Technical Knowledge</p> <ul style="list-style-type: none"> Explore building structures (e.g. bridges and towers) using large and small-scale construction materials e.g. Duplo, cardboard boxes, magnetic shapes. Suggest ways to make material/product stronger. Suggest ways to make material/product more stable. 		
Vocabulary	<p>Vocabulary:</p> <ul style="list-style-type: none"> Wood, plastic, glass, metal, water, rock, brick, paper, card, rubber, fabric, cotton, wool Names of common objects made from these materials e.g., door, building block, window, pencil sharpener, teddy etc Soft, hard, rough, smooth, stretchy, stiff, shiny, dull, flexible, waterproof, absorbent, opaque, transparent, translucent <p>Vocabulary: Seasonal Change</p> <ul style="list-style-type: none"> Spring, summer, autumn, winter Day, night, light, dark, sunrise, sunset Sun, rain, snow, hail, precipitation, wind, cloud, cloud cover Deciduous, evergreen tree 		Drawing Portrait, Self-portrait, Line drawing, Detail, Landscape, Thick, thin, Dark/light, Bold, Space, Shape(s), Regular shape, Irregular shape, Straight / curved	Painting Colour words, Primary colours, Secondary colours, Darker, Lighter, Brushstrokes - dab, stipple, long strokes, short strokes.

<p>Computing</p> <p>Digital Painting</p> <ul style="list-style-type: none"> To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper 	<p>Online Safety:</p> <ul style="list-style-type: none"> To use technology safely and respectfully <p>With a focus on:</p> <ul style="list-style-type: none"> Online Reputation Online Bullying Managing Information Online 	<p>History</p> <p>Travel / Flight</p> <ul style="list-style-type: none"> 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. significant historical events, people and places in their own locality. (Thomas Cook)
<p>Music</p> <p>Term 2 Round and round Theme: Pulse, rhythm and pitch in different styles of music.</p> <p>Activity Focus:</p> <ul style="list-style-type: none"> Use our imagination to find the pulse Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite animal Make up your own rhythms Singing, dancing and having fun! 		<p>RE - Key Questions</p> <p>What does it mean to belong to a faith community? Show an awareness that some people belong to different religions. 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. Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. Identify some similarities and differences between the ceremonies studied.</p> <p>Who is a Muslim and what do they believe? 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.</p>

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<ul style="list-style-type: none"> Playing instruments using up to 3 notes 	<p>Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>How & Why do we celebrate special and sacred times? Easter Identify a special time they celebrate and explain simply what celebration means. Talk about ways in which Jesus was a special person who Christians believe is the Son of God. Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion. Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another 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. Suggest meanings for some symbols and actions used in religious celebrations, including Easter Identify some similarities and differences between the celebrations studied.</p>
<p>PE</p> <p>Knowledge: Progress in 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.</p> <p>Perform dances using simple movement patterns.</p> <p>Skills: Using the Real PE Scheme Progression: Gymnastics - Build on Fundamentals through Shape, Balance, Flight, Travel and Rotation. Dance - Explore Creativity of movement allowed by the Fundamentals. Work independently and with partners to create sequences.</p> <p>Scheme: Real Dance and Real Gymnastics</p>	<p>PSHE - Living In The Wider World</p> <p>Belonging to a community What rules are; caring for others' needs; looking after the environment</p> <ul style="list-style-type: none"> - about examples of rules in different situations, e.g. class rules, rules at home, rules outside - that different people have different needs - how we care for people, animals and other living things in different ways - how they can look after the environment, e.g. recycling <p>Media literacy and Digital resilience Using the internet and digital devices; communicating online</p> <ul style="list-style-type: none"> - how and why people use the internet - the benefits of using the internet and digital devices - how people find things out and communicate safely with others online <p>Money and Work Strengths and interests; jobs in the community</p> <ul style="list-style-type: none"> - that everyone has different strengths, in and out of school - about how different strengths and interests are needed to do different jobs - about people whose job it is to help us in the community - about different jobs and the work people do