

## Year One: Term One: Explore - Geography

Concepts													
Global Learning	Social	Cultural	Spiritual	Moral	<b>The UK - Geography</b> To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas To use world maps, atlases and globes to identify the United Kingdom and its countries. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	<b>Celebrations</b> <ul style="list-style-type: none"><li>Harvest</li><li>Christmas</li></ul>							
	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  RE – 1.8 How we should care for others and the world and why does it matter? Part 2	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									
	Science				History/Geography		Art						
Knowledge	Animals, including humans: <ul style="list-style-type: none"><li>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li><li>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li><li>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li><li>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul> Seasonal changes: <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>				Geography: Locational knowledge: <ul style="list-style-type: none"><li>To name and locate the world's 7 continents.</li></ul> Place knowledge: <ul style="list-style-type: none"><li>To understand geographical similarities and differences.</li></ul> Human and Physical geography: <ul style="list-style-type: none"><li>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li></ul>		<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> Children can: <ul style="list-style-type: none"><li>Name primary and secondary colours.</li><li>Name the colours they use.</li></ul>						
Skills	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></table>				To ask simple questions and recognise that they can be answered in different ways	To observe closely, using simple equipment	To perform simple tests – recognising when a test is fair	Geographical skills and fieldwork: <ul style="list-style-type: none"><li>To use world maps, atlases and globes to identify the continents studied at this key stage.</li><li>To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right].</li><li>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map.</li></ul>		Drawing - Children can: <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></ul>		Painting - Children can: <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></ul>	
To ask simple questions and recognise that they can be answered in different ways	To observe closely, using simple equipment	To perform simple tests – recognising when a test is fair											

	To identify and classify – classifying within a given criteria and beginning to develop own criteria To use their observations and ideas to suggest answers to questions To gather and record data to help in answering questions		<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	Fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores.	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<b>Drawing</b>  Portrait, Self-portrait, Line drawing, Detail, Landscape, Thick, thin, Dark/light, Bold, Space, Shape(s), Regular shape, Irregular shape, Straight / curved	<b>Painting</b>  Colour words, Primary colours, Secondary colours, Darker, Lighter, Brushstrokes – dab, stipple, long strokes, short strokes.

<b>Computing</b>  What is Technology Introducing Algorithms?  <b>Digital Literacy / Online Safety</b>  Self Image & Identity Online Relationships Privacy & Security	<b>PE</b> <ul style="list-style-type: none"> <li>• 12 Fundamental Skills             <ul style="list-style-type: none"> <li>○ <b>Static Balance: One Leg</b></li> <li>○ <b>Static Balance: Seated</b></li> <li>○ <b>Static Balance: Stance</b></li> <li>○ <b>Dynamic Balance: On a line</b></li> <li>○ <b>Dynamic Balance to Agility: Jumping and Landing</b></li> <li>○ <b>Coordination: Footwork</b></li> </ul> </li> <li>• Master basic movements including running and jumping, as well as developing balance, agility and co-ordination.</li> <li>• Increase physical and mental health through exercise</li> </ul>	<b>DT</b> Design <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> Make <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> Evaluate <ul style="list-style-type: none"> <li>• To explore and evaluate a range of existing products.</li> <li>• To evaluate their ideas and products against design criteria</li> </ul>
<b>Music</b> <b>Charanga: Rhythm in the way we walk and Banana rap</b>  Theme: Pulse, rhythm and pitch, rapping, dancing and singing. <ul style="list-style-type: none"> <li>• To use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• To play tuned and untuned instruments musically</li> <li>• To listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• To experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> Activity focus: <ul style="list-style-type: none"> <li>• To find and march in time with a pulse.</li> <li>• To copy and clap back rhythms</li> <li>• To make up your own rhythm</li> <li>• To sing in a group</li> <li>• To play instruments using one or two notes</li> </ul>	<b>RE</b> <b>How we should care for others and the world and why does it matter? Part 1</b> Talk about how religions teach that people are valuable, giving simple examples. Re-tell Bible stories and stories from another faith about caring for others and the world. Talk about issues of good and bad, right and wrong arising from the stories. Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.  <b>Who is a Christian and what do they believe? Part 1</b> Recognise some Christian symbols and images used to express ideas about God. Ask some questions about believing in God and offer some ideas of their own. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it. Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. Answer the title question thoughtfully, in the light of their learning in this unit.  <b>How &amp; Why do we celebrate special and sacred times?</b>	<b>PSHE – Relationships</b> Session 1 <ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children's lives and how they care for them</li> </ul> Session 2 <ul style="list-style-type: none"> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> </ul> Session 3 <ul style="list-style-type: none"> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul> Session 4 <ul style="list-style-type: none"> <li>• about situations when someone's body or feelings might be hurt and whom to go to for help</li> </ul> Session 5 <ul style="list-style-type: none"> <li>• about what it means to keep something private, including parts of the body that are private</li> </ul> Session 6 <ul style="list-style-type: none"> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> </ul> Session 7 <ul style="list-style-type: none"> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul>

<ul style="list-style-type: none"> <li>To compose a simple melody.</li> </ul> <p><b>Christmas:    Nativities</b></p>	<p>Harvest / Christmas / Easter / Ramadan &amp; Eid il Fitr / Pentecost</p> <p>Identify a special time they celebrate and explain simply what celebration means.</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God.</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.</p> <p>Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr.</p> <p>Identify some similarities and differences between the celebrations studied.</p>	<p>Session 8</p> <ul style="list-style-type: none"> <li>what kind and unkind behaviour mean in and out school</li> <li>how kind and unkind behaviour can make people feel</li> </ul> <p>Session 9</p> <ul style="list-style-type: none"> <li>about what respect means</li> </ul> <p>Session 10</p> <ul style="list-style-type: none"> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>
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