



<u>Year group: 1</u>	<u>Term: 2</u>		<u>Enquiry Question: What makes the Xbox more fun than toys/games from the past?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Landscapes</u></p> <ul style="list-style-type: none"> – Know how to use painting to create a landscape. – Know how to use different brush techniques. – Know how to develop and share ideas, experiences and imagination. – Know how to use a range of materials. – Know the features of a landscape including horizon, land and sky. <p><u>Music</u></p> <p><u>Rhythm in the Way we Walk / Banana Rap</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To sing or rap five songs and sing them in unison. <p><u>Playing</u></p>	<p>Realistic Bright Landscape Portrait Landscape Strokes Primary colours</p> <p>Pulse Rhythm Pitch Rap Improvise Compose Melody</p>	<p><u>Art</u></p> <p><u>Landscapes</u></p> <ul style="list-style-type: none"> – Use a variety of tools and techniques including the use of different brush sizes and types. – Mix secondary colours and shades using different types of paint. – Create different textures – Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook – Identify what they might change in their current work or develop in their future work. <p><u>Music</u></p> <p><u>Rhythm in the Way we Walk / Banana Rap</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To learn about voices, singing notes of different pitches (high and low) - To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm



	<ul style="list-style-type: none"> - To learn the names of the notes in their instrumental part when written down - To learn the names of the instruments they are playing 	Bass Guitar, Drums, Decks Perform, Glockenspiel Recorder	<ul style="list-style-type: none"> - To learn to start and stop singing when following a leader <p><u>Playing</u></p> <ul style="list-style-type: none"> - To treat instruments carefully - To play a tuned instrumental part with the song they perform. To learn to play an instrumental part using one of the differentiated parts - To listen to and follow musical instructions from a leader
Knowledge and understanding of the world	<p><u>History</u></p> <p><u>Is the Xbox more fun than toys/games from the past?</u></p> <p>Children will explore the following historical knowledge. Children will:</p> <ul style="list-style-type: none"> - Define old and new. - Identify the differences and similarities between old and new toys – this will encompass properties of materials and link to past scientific learning. - Explore which toys would be used today and give reasons why. - Explore which toys would be used historically and give reasons why. - Predict the uses and applications of toys. - Group the toys into categories. - Place the toys within a period. 	Past Present Manufacture Hand made Factory made Battery powered Man powered Changes Interactive Materials Old New Before After	<p><u>History</u></p> <p><u>Is the Xbox more fun than toys/games from the past?</u></p> <ul style="list-style-type: none"> - Children will explore the following historical skills in context: - Children place the toys onto a chronological framework in relation to their own life and family. - Children understand why toys from different time periods are different and can think about the impact on people of that time at a basic level. - Children gain knowledge from different sources of evidence (the toys) and begin to think why one might be better than another. - Children can ask questions independently regarding the toy - these may be very general and closed. - Children can verbalise how toys have changed by identifying similarities and differences between the period in question (grandparents) and their own life.



	<p><u>RE</u> <u>Unit 1.1 Belonging</u> <u>Key Question: Who belongs?</u> <u>Religion focus: Christianity and Hinduism</u></p> <ul style="list-style-type: none"> - Personal relationships among family, friends and in school life. - What makes a family, exploring different models, including marriage. - Belonging to a faith family - Looking at the pattern of a faith life and what it means to believe and belong. - Shared values. - Rules for family, school, friendship and faith groups. - The importance of keeping promises when making a commitment. - Items faith members might wear/own to show their faith and learn about their meaning; explore why faith members might find it important to wear particular items at certain times. <p><u>Christmas Unit</u></p> <ul style="list-style-type: none"> - What happens at Christmas (sending cards, buying presents). - Using the senses to explore Christmas – sights, sounds, tastes, touch and smells. 	<p>Unique Special Ceremony Caring</p>	<p><u>RE</u> <u>Unit 1.1 Belonging</u> <u>Key Question: Who belongs?</u> <u>Religion focus: Christianity and Hinduism</u></p> <ul style="list-style-type: none"> - Recognise what makes a person unique. - Retell a faith story about caring for others. - Name ceremonies associated with important life events. <p><u>Christmas Unit</u></p> <ul style="list-style-type: none"> - Retell the Christmas story. - Explain why Christmas is a special time for Christians. - Talk about some ways in which Christian families prepare for and celebrate Christmas.
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	<ul style="list-style-type: none"> - How Christian and non-Christian families prepare for Christmas both at home and at church. - Traditional festive celebration. 		
SMSC	<p><u>Celebrating Difference</u></p> <p>Children identify their similarities and celebrate their differences with one another using these learning points as a foundation to identify what bullying is and as a means to make friends.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> - To identify similarities between people in my class - To identify differences between people in my class - To identify what bullying is - To know who I can talk to if I was unhappy or being bullied - To know how to make friends 	<p>Differences Similarity Similar Same as Different from Difference Bullying Bullying behaviour Deliberate On purpose Unfair Included Bully Celebration Special Unique</p>	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> - I can communicate a feeling - I can establish why school is a safe place to learn - I can reflect on an achievement - I can specify a consequence to an action - I can verbalise ways in which I am the same - I can verbalise ways in which I am the ways - I can be kind to others
Scientific & technological understanding	<p><u>Science</u></p> <p><u>Seasons</u></p> <ul style="list-style-type: none"> - To identify and observe changes across the four seasons. - To observe and describe weather associated with the seasons and how day length varies. 	<p>Identify Classify Naming Sorting Senses Seasons weather</p>	<p><u>Science</u></p> <p><u>Seasons</u></p> <ul style="list-style-type: none"> - Use close observations and ideas to suggest simple predictions - Design and run simple tests on weather-based experiments. - Locate basic human body parts. - Gather and record data to help answering questions - Explore how seasons can affect the production of foods and what we offer for our community meals.



	<p><u>Computing</u></p> <p><u>Online Safety (Unit 1.1)</u></p> <ul style="list-style-type: none"> - To know how to login safely - Find saved work, teacher comments and Search for resources on Purple Mash - Add pictures and text to a digital document - Explore tools on Purple Mash - Explore Games on Purple Mash - Learn to log out when finished and understand the importance. <p><u>Pictograms (Unit 1.3)</u></p> <ul style="list-style-type: none"> - To contribute to a class pictogram - To use a pictogram to record the results of an experiment <p><u>Design Technology</u></p> <p><u>Mechanisms – Sliders & Levers: Pop-up book</u></p>	<p><u>Online Safety (Unit 1.1)</u></p> <p>Online safety Avatar Template Website Icon Log in Log Out Save, print, open, new.</p> <p><u>Pictograms (Unit 1.3)</u></p> <p>Pictogram Data Illustrate Discuss Record</p> <p>Mechanism Lever Slider Slot Guide or bridge card, masking tape, paper fastener, join pull,</p>	<p><u>Computing</u></p> <p><u>Online Safety (Unit 1.1)</u></p> <ul style="list-style-type: none"> - Login safely - Save work - Understand privacy - Use creative tools - Follow and create simple instructions - Use templates - Use save, print, open and new icons - Log out successfully <p><u>Pictograms (Unit 1.3)</u></p> <ul style="list-style-type: none"> - To contribute to a class pictogram - To discuss and illustrate data - Collect data to represent <p><u>Design Technology</u></p> <p><u>Mechanisms – Sliders & Levers: Pop-up book</u></p>
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	<p>Design:</p> <ul style="list-style-type: none">- Explore levers and sliders understanding that there are mechanisms.- Different mechanisms use different kind of movements- To know that levers and sliders can make things move. To use the words: up, down, left, right, vertical and horizontal to describe movement. Explore a range of existing books that use simple sliders and levers <p>Make:</p> <ul style="list-style-type: none">- Know the steps needed to create a moving model that uses levers and sliders- Explore different mechanisms- Different tools that can be used and how to use these safely <p>Evaluate:</p> <ul style="list-style-type: none">- Know how to evaluate a product	<p>push, up, down, straight, curve, forwards, backwards design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>	<p>Design:</p> <ul style="list-style-type: none">- Use technical vocabulary relevant to the project.- Describe what a mechanism is- Explain how sliders and levers can make things move- Discuss and share ideas- Communicate ideas through drawings <p>Make:</p> <ul style="list-style-type: none">- Create a moving model that use levers and sliders- Select and use tools, explaining choices to cut, shape and join paper and card.- Identify that different mechanisms can create different movements.- Plan by suggesting what to do next- Select and use tools to cut, shape and join paper and card <p>Evaluate:</p> <ul style="list-style-type: none">- Explain how well the product works, what could be done better next time
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Physical development	<p><u>Physical Development</u></p> <p><u>Dance- Island Life</u></p> <ul style="list-style-type: none"> - Understand how to dance using different levels - Know how to perform in unison - Know how to dance using cannon - Know how to perform in repetition - Learn how to dance using cannon - Know how to dance using travel - Know how to perform in formations - Learn to dance using improvisation - Learn to perform using timing <p><u>Functional Fitness</u></p> <ul style="list-style-type: none"> - Know how to travel at different speeds, in different directions. - Learn how to run when changing directions. - Know how to describe the components of health-related fitness. - Learn how all body parts can be used to help with jumping. - Understand what cardio is. - Learn when to be at full speed and when to slow down in a game. - Learn what reaction speed is. 	<p>Beat Gesture Perform Unison Cannon Repetition Improvisations Dynamic</p> <p>Accuracy Agility Aim Balance Base Cardio Catch Co-ordination Control Endurance Fluency Guide Movement Muscle Power</p>	<p><u>Physical Development</u></p> <p><u>Dance- Island Life</u></p> <ul style="list-style-type: none"> - Copy, remember and repeat actions. - Choose actions for an idea. - Use changes of direction, speed and levels with guidance. - Show some sense of dynamic & expressive qualities. - Begin to use counts. <p><u>Functional Fitness</u></p> <ul style="list-style-type: none"> - Attempt to run at different speeds, showing an awareness of peers & technique. - Attempt to jump from two feet, and hop with some control, showing an awareness of technique. - Throw towards a large target, with some success. - Show some control and balance when travelling at different speeds. - Show a basic understanding of balance and coordination when changing direction. - Explore the coordination of different limbs, in fun activities with basic challenges. - Be able to identify what muscle groups are working in various activities/ exercises.
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Autumn 2

	<ul style="list-style-type: none">– Know how to apply agility skills into games.– Understand how we build strength.– Learn how to create power when jumping.– Begin to learn basic muscle groups.	Push Rotate Speed Strength Target Technique Throw Timing Transitions Travel	
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**Guided Reading Texts
and Other linked books**

Previous Learning Links

Key questions:

Adaptations to the curriculum for SEND



Autumn 2

Beegu Pinocchio The Christmas Story	Let's Pretend (EYFS) How do we play with toys? Where does our imagination take us?	How are toys different and changing? What are toys made out of? Is this changing? Why are toys needed? How can we look after toys?	<ul style="list-style-type: none">- Show and tell of favourite toys- Ongoing provision with chosen toys e.g. construction- Visual stimulus with linked key vocabulary- Experimenting with toys new and old- Linking phonics (initial and final sounds)- Play games at the age appropriate level
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