



<u>Year group: 1</u>	<u>Term: 3/4</u>		<u>Enquiry Question: What did Paddington Bear do when he went to London?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Colour, pattern, texture, line, shape, form and space</u></p> <ul style="list-style-type: none"> – Know how to use printing to create a famous landmark. – Know how to develop art and design techniques. – Know how to use colour, pattern, texture, line, shape, form and space to create a piece of artwork. <p>.</p> <p><u>Music</u></p> <p><u>Spring 1- In the Groove: Featured composers / performers - Queen</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – To know songs off by heart – To know what the songs are about – To know and recognise the sound and names of some of the instruments they use 	<p>Texture</p> <p>Smooth</p> <p>Fuzzy</p> <p>Straight line</p> <p>Wavy line</p> <p>Pattern</p> <p>Repeated pattern</p> <p><u>Spring 1 - In The Groove</u></p> <p>Blues</p> <p>Baroque</p> <p>Latin</p> <p>Irish</p> <p>Folk</p> <p>Funk</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p>	<p><u>Art</u></p> <p><u>Colour, pattern, texture, line, shape, form and space</u></p> <ul style="list-style-type: none"> – Create images from imagination, experience or observation. – Create different textures – Investigate different kinds of art, craft and design. – Use a sketchbook to gather and collect artwork. – Begin to explore the use of line, shape and colour. <p><u>Music</u></p> <p><u>Spring 1- In the Groove: Featured composers / performers - Queen</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

Spring



	<p><u>Spring 2 – Round and Round: Featured composer – Vivaldi (Four Seasons)</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> – To confidently sing or rap five songs from memory and sing them in unison 	<p>Compose Improvise Perform Groove</p> <p><u>Spring 2 - Round and Round</u></p> <p>Keyboard Bass Guitar Percussion Trumpets Saxophones Pulse Rhythm Pitch Improvise Compose Perform Audience</p>	<p><u>Spring 2 – Round and Round: Featured composer – Vivaldi (Four Seasons)</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. – To learn to start and stop singing when following a leader.
Knowledge & understanding of the world	<p><u>Geography</u></p> <p><u>What did Paddington Bear do when he went to London?</u></p> <ul style="list-style-type: none"> - To be able to know and understand what the geographical terms human and physical mean and compare the feature to that of the UK. - To be able to look and compare geographical similarities and differences in the UK (areas within the UK) 	<p>UK Countries Human and physical features River Landmarks Castles Stately home Nature reserves Compare and contrast England Wales Scotland Northern Ireland Capital city</p>	<p><u>Geography</u></p> <p><u>What did Paddington Bear do when he went to London?</u></p> <ul style="list-style-type: none"> – Identify different parts of the United Kingdom and understand the key human and physical features (river Thames, Big Ben) – Understand the similarities and differences between cities, towns and villages across the UK. – Discover and explore the countries capitals and seas of the UK



	<ul style="list-style-type: none"> - To be able to know different landmarks based on photographs and to say whether they are a human or physical feature. - To be able to study and create a map with a key and to describe the location of features. - To be able to know simple compass directions and directional language. <p><u>RE</u></p> <p><u>Unit 1.2: Worship</u> <u>Key Question: Why worship?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p>To know how people worship in different Christian and Hindu traditions:</p> <ul style="list-style-type: none"> - What is worship? - Where can people worship? - At home? At a place of worship? - What places of worship are in the community/wider area? - Why is music often important to worship? - How do they prepare for worship? - What objects do you find in a church? - What objects do you find in another place of worship? - How are sacred texts treated? 	<p>Pollution Recycling Creation story Christianity Hindu</p>	<ul style="list-style-type: none"> - Learn names of places within / around the UK. E.g. Home town, cities, countries e.g Wales, France. <p><u>RE</u></p> <p><u>Unit 1.2: Worship</u> <u>Key Question: Why worship?</u> <u>Religion focus: Christianity and Hinduism</u></p> <ul style="list-style-type: none"> - Look at and compare worship in different religions identifying similarities and differences. - Be able to describe why worship is important to people and why they do it in the way they do.
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SMSC	<p><u>Dreams and Goals</u></p> <p>Children are taught to identify their successes, achievements, and any obstacles they may foresee in their learning.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> – Set simple goals – Identify successes and achievements – Work out how to achieve it – Tell others how they learn the best – Understand how to work well with a partner and celebrate achievement with their partners – Tackle a new challenge and understand this might stretch their learning – Identify how they feel when they are faced with a new challenge – Identify obstacles which make it more difficult to achieve their new challenges and can work out how to overcome them – Know how it feels when they see obstacles and how they feel when they overcome them – Tell how it felt when they succeeded in a new challenge and how they celebrated it – Know how to store the feelings of success in their ‘internal treasure chest’. 	<p>Proud, Success, Achievement, Goal, Treasure, Coins, Learning, Stepping stones, Process, Garden, Dreams, Working together, Team work, Achievement, Celebrate.</p>	<p><u>Dreams and Goals</u></p> <p>Children can:</p> <ul style="list-style-type: none"> – Communicate how to overcome simple challenges and can outline methods for achieving them – Express how they perceive an obstacle and describe their feelings, frustrations and successes when faced with the new challenge.



	<p><u>Healthy Me</u></p> <p>Children are taught to the basics of keeping a healthy body. We will achieve this whilst learning to:</p> <ul style="list-style-type: none">– Understand the differences between being healthy and unhealthy, and know some ways to keep myself healthy– Feel good about themselves when they make healthy choices– Know how to make healthy choices– Know how to keep themselves clean and healthy and to understand how germs cause disease/illness– Know that all household product including medicines can be harmful if not used properly– Keep themselves safe as they are special– Understand that medicines can help if they feel poorly and know how to use these safely– Know some ways to help themselves when they feel ill– Know how to keep safe whilst crossing the road, and about people who can help to keep them safe– Recognise when they feel frightened and know who to ask for help.		<p><u>Healthy Me</u></p> <p>Children will:</p> <ul style="list-style-type: none">– Be able to tell why their body is amazing and can identify some ways to keep it safe and healthy– Recognise how being healthy helps them to feel happy.– Identify ways staff keep themselves safe when preparing the community meals, re-stocking the shop and delivering meals.
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Scientific & technological understanding	<p>Science</p> <ul style="list-style-type: none"> - To be able to know and name a variety of common wild and garden plants. 	<p>Grow Deciduous Evergreen Bulb Sunlight Photosynthesis Germination</p>	<p>Science</p> <ul style="list-style-type: none"> - Matching labels to plant parts – large and smaller parts. - Describe how the parts act and how they grow and change
	<p>Computing</p> <p><u>Lego Builders (Unit 1.4)</u></p> <ul style="list-style-type: none"> - Follow and create simple instructions on the computer - Consider how the order of instructions affects the results - Know that by following the instructions correctly, they will get the correct result - Explain the effect of carrying out a task with no instructions - Know that an algorithm written for a computer to follow is called a program. <p><u>Coding (Unit 1.5 and 1.7)</u></p> <ul style="list-style-type: none"> - Understand the functionality of the basic direction keys - Understand the functionality of the basic direction keys - To understand how to create and debug a set of instructions - To understand what coding means in computing 	<p>Program Instruction Algorithm Direction key Debug Coding</p>	<p>Computing</p> <p><u>Lego Builders (Unit 1.4)</u></p> <ul style="list-style-type: none"> - Organise instructions for a simple recipe - Correct errors in an algorithm or program with support. <p><u>Coding (Unit 1.5 and 1.7)</u></p> <ul style="list-style-type: none"> - To create simple algorithms - Debug an algorithm - Change the background images - To create unambiguous instructions - To use Design Mode to add and change backgrounds - To change the appearance of objects - To explore the uses of commands - To program using sound - To design a scene for a program - To explain what coding means.



	<ul style="list-style-type: none"> - To create unambiguous instructions - To use the 2Code Program. 		
Physical development	<p><u>Physical Development</u></p> <p><u>Spring 1</u></p> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - Learn and remember five key gymnastics body shapes. - Perform a stretch jump, star jump, and tuck jump. - Develop our balancing skills. - Learn and perform different balances. - Learn the key points to help us balance. - Know how to travel in different ways, using different body parts. - Develop dynamic balance. - Develop coordination. - Develop skills on the balance beam. - Know the technique to work towards a Squat On onto the vault. - Develop jumping and landing skills from different platforms. - Understand how to perform a sequence of movements on different pieces of equipment. <p><u>Multi-sports</u></p>	<p>Along Dynamic Level Link Onto and Off Over Pike Posture Roll: egg, log, forward, teddy bear rolls. Sequence Straddle Straight Tension Travel Tuck</p> <p>Attacking Defending</p>	<p><u>Physical Development</u></p> <p><u>Spring 1</u></p> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - Perform balances that make their body stretched, tensed and curled while using creativity. - For short periods of time be able to hold weight on their hands. - Demonstrate poses and actions that challenge their flexibility. - Remember, repeat and connect basic actions together. <p><u>Multi-sports</u></p>



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	<ul style="list-style-type: none"> - Learn to dribble correctly. - Learn how to successfully defend the other team. - Understand why pivoting is important. - Learn how to dodge a ball coming towards you. - Demonstrate the ability to stay on their toes to quickly move and avoid a ball. - Be able to spot the balls that have been thrown higher making it easier to catch them, leading to a teammate being able to rejoin the game. - Learn how to kick a ball accurately. - Know how to shoot the ball from a stationary position. - Know how to perform both bounce and chest pass accurately with correct technique. - Understand how to plan passes meaning to keep possession of the ball. 	Dribbling Freekick Free Pass Goalkeeper Midfielder Offside Passing Penalty Penalty Pass Position Shooting Travelling	<ul style="list-style-type: none"> - Drop and catch a ball after one bounce on the move. - Move a ball using different parts of the foot. - Throw and roll towards a target with some varying techniques, and limited success. - Kick a stationary ball towards a stationary target. - Catch a beanbag and a medium-sized ball, with varying levels of success. - Run, stop and change direction with some balance and control. - Recognise space in relation to others. - Begin to use simple tactics with guidance.
	<p><u>Spring 2</u></p> <p><u>Fundamental Movement Skills</u></p>	Accuracy Agility Aim Balance	<p><u>Spring 2</u></p> <p><u>Fundamental Movement Skills</u></p> <ul style="list-style-type: none"> - Attempt to run at different speeds, showing an awareness of peers & technique.

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	<ul style="list-style-type: none"> – Learn how to pace yourself when running long distances. – Be able to change stride length. – Be able to change jumping technique. – Remain in control of their body when jumping. – Understand what cardio is. – Understand how to move quickly through ladders. – Demonstrate their abilities to balance on different body parts, holding the balances for 3 seconds. – To be able to vary their speeds in different situations. – Develop the speed of their feet. – Introduce throwing an object to different targets, with one hand & two. – Introduce catching, with two hands. 	<p>Base Catching Co-ordination Control Fluency Guide Hopping Movement Push Rotate Running Ski Jump Target Technique Throwing Timing Transition Travel</p>	<ul style="list-style-type: none"> – 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.
	<p><u>Multi- Sports</u></p> <ul style="list-style-type: none"> – Learn how to correctly pass. – Understand basic rugby rules that we have to follow in the game and apply them to drills. – Improve passing to a stationary partner. – Improve catching with two hands. – Know and practise how to score a try. – Be able to perform various passes. 	<p>Attacking Basket Defending Dribbling Free Throw Passing Positions 2 Pointer 3 Pointer</p>	<p><u>Multi- Sports</u></p> <ul style="list-style-type: none"> – Drop and catch a ball after one bounce on the move. – Move a ball using different parts of the foot. – Throw and roll towards a target with some varying techniques, and limited success. – Kick a stationary ball towards a stationary target. – Catch a beanbag and a medium-sized ball, with varying levels of success.

Spring



	<ul style="list-style-type: none"> – Learn dribbling rules. – Understand how to accurately shoot at an adapted net. – Know how to perform all three passes. – Know the basic safety rules. – Learn how to pass correctly. – Know how to dribble while keeping control of the ball. – Know how to shoot at the net. 		<ul style="list-style-type: none"> – Run, stop and change direction with some balance and control. – Recognise space in relation to others. – Begin to use simple tactics with guidance.
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<u>Guided Reading and other Linked Books</u>	<u>Previous Learning Links</u>	<u>Adaptations for SEND:</u>	<u>Key Questions:</u>
Royal Guard Queen's Hat Flat Stanley Lost and Found	<ul style="list-style-type: none"> - What is special about our area? (Autumn 1) - Chronology/Past - Buildings 	Visual stimulus Pictures, word mats and videos Practical and interactive activities (role play, hot seating and drama) Models and manipulatives Deeper level questioning using why and open ended questioning	What buildings are there in London? How is London different to Hedon? What interesting places are there to visit in London? What important people live in London?