



<u>Year group: 1</u>	<u>Term: 6</u>		<u>Enquiry Question: How easy is it to fly?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Famous Artists</u></p> <ul style="list-style-type: none"> – Know about the work of Vincent Van Gough. – Know how to use a range of materials to design and make products. – Know how to make links to own work. – Know how to evaluate Vincent Van Gough's work. <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – To know 5 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>Van Gogh Evaluate Recreate Original Contrast</p> <p><u>Reflect, Rewind and Replay</u></p> <p>Early music, Baroque, Classical, Romantic, 20th</p>	<p><u>Art</u></p> <p><u>Famous Artists</u></p> <ul style="list-style-type: none"> – Record and explore ideas from first hand observation, experience and imagination. – Ask and answer questions about the starting points for their work and develop their ideas. – Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. – 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. – Investigate different kinds of art, craft and design. <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</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.



		Century, pulse, rhythm, pitch, tempo, beat	
Knowledge & understanding of the world	<p><u>History</u></p> <p><u>How easy is it to fly?</u></p> <ul style="list-style-type: none"> – To know the local areas historical events, people and places as well those nationally. To understand events that have happened before they were born. (e.g. Amy Johnson the first woman to fly solo from London to Australia in 1930. She was born in Hull). – To know the similarities and differences between a historic individual's life compared to our lives today. <p><u>RE</u></p> <p><u>Unit 1.3: What a wonderful world</u></p> <p><u>Key Question: Why is the world special?</u></p> <p><u>Religion focus: Christianity and Hinduism</u></p> <ul style="list-style-type: none"> – To know what happens in a place or worship. – How worship is important to a person of faith. – How lifestyle fits in with worship-10 commandments. 	<p>Similarities</p> <p>Differences</p> <p>Heroes</p> <p>Heroines</p> <p>Old and new</p> <p>Achievements</p> <p>Memory</p> <p>Local</p> <p>National</p> <p>Global</p> <p>Worship</p> <p>Celebration</p> <p>Festival</p> <p>Family</p> <p>Church</p> <p>Respect</p> <p>Commitment</p> <p>Dedication</p> <p>Commandments</p> <p>Lifestyle</p>	<p><u>History</u></p> <p><u>How easy is it to fly?</u></p> <ul style="list-style-type: none"> - Compare and contrast different time periods – Use timelines to plot significant events and people. – Research a historical event, person or place through an educational visit. – Explore the past through old photographs. <p><u>RE</u></p> <p><u>Unit 1.3: What a wonderful world</u></p> <p><u>Key Question: Why is the world special?</u></p> <p><u>Religion focus: Christianity and Hinduism</u></p> <ul style="list-style-type: none"> – To respect the beliefs of others by understanding that all beliefs have value. – To take part in a religious festival – To write a set of class values and know how important it is to do the right thing.



SMSC	<p><u>Changing me</u></p> <p>Children understand that changes happen and understand that growing up is a natural process. We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> – Understand the life cycles of animals and humans. – Understand that changes happen as we grown and that this is okay. – Know that changes are Ok and that sometimes they will happen whether I want them to or not. – I can tell you how my body has changed since I was a baby. – Understand that growing up is natural and that everybody grows at different rates. – Understand which parts are private. – Understand that every time I learn something new, I change a little bit. – Know some ways to cope with changes. 	<p>Changes</p> <p>Life cycle</p> <p>Baby</p> <p>Adulthood</p> <p>Grown up</p> <p>Mature</p> <p>Change</p> <p>Male</p> <p>Female</p> <p>Vagina</p> <p>Penis</p> <p>Testicles</p> <p>Learn</p> <p>New</p> <p>Grow</p> <p>Feelings</p> <p>Anxious</p> <p>Worried</p> <p>Excited</p> <p>Coping</p>	<p><u>Changing me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> – Tell some things about me that have changed. – Tell some things that have stayed the same. – Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. – Respect my body. – Enjoy learning new things. – Tell you about changes that have happened in my life.
Scientific & technological understanding	<p><u>Science</u></p> <ul style="list-style-type: none"> – Know body parts. Understand how the body parts work and how they are connected. – Link to senses <p><u>DT</u></p> <p>Making Flying Machines –</p> <p>To begin, investigate a wide variety of commercially available children's analogue flying machines such as paper planes, parachute toys & kites</p>		<p><u>Science</u></p> <ul style="list-style-type: none"> – Label body parts – Be able to participate in simple experiments using body parts. – Be able to make simple predictions. – Draw conclusions – Evaluate own ideas. <p><u>DT</u></p>



	<p> https://www.foldnfly.com/#/1-1-1-1-1-1-1-1-2 https://www.instructables.com/Very-Simple-Kite/ https://www.pinterest.co.uk/pin/677651075152461522/ </p> <p><u>Design</u> Children to design a variety of flying machines based on examples they have researched. Paper planes, circular paper fliers, junk model parachute & simple kite.</p> <p><u>Make</u> Make a variety of paper/ fabric flying using cutting, gluing & other fixing methods (e.g. staples)</p> <p><u>Evaluate</u> Evaluate the flying machines based on distance flown/time flown, ease of making etc.</p> <p><u>Computing</u></p> <p><u>Grouping and Sorting (Unit 1.2)</u></p> <ul style="list-style-type: none"> - To understand what is meant by 'criteria' - To know how to group using a range of criteria - Understand how to use Purple Mash activities to sort various items online using a variety of criteria 	<p> Paper Sellotape Stapler Staple Straw Kite Plane Cut Stick Fly Flown Parachute </p>	<p><u>Design</u> Design the cosmetic look of their flying machines. Choose the design type of their flying machines.</p> <p><u>Make</u> Use scissors effectively to cut paper to shape. Use a selection of fixing methods depending on the requirement – gluing, stapling, folding, tying a knot.</p> <p><u>Evaluate</u> Evaluate ease of making, distance flown or time in air.</p> <p><u>Computing</u></p> <p><u>Grouping and Sorting (Unit 1.2)</u></p> <ul style="list-style-type: none"> - To sort items using a range of criteria - To sort items on the computer using the 'Grouping' activities in Purple Mash
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Physical development	<p><u>Physical Development</u></p> <p><u>Games</u></p> <ul style="list-style-type: none"> – To develop basic game playing skills. – Be aware of safety issues surrounding the activities they are doing. – To be aware that it is important to stay healthy and know the effects exercise has on their bodies. – Understand the concept of spatial awareness. – Learn to run on the balls of their feet to make it easier to change direction. – To use different techniques, speeds and efforts to meet challenges set for running and throwing. – Learn how basic skills can be transferred into a game setting. – Understand how to increase speed over a short distance. – Know which skills can relate to different sports. <p><u>Athletics</u></p> <ul style="list-style-type: none"> – Explore running at different speeds. 	<p>Take off Landing Speed Mobility Under arm Balance Jog Sprint</p>	<p><u>Physical Development</u></p> <p><u>Games</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. – Run, stop and change direction with some balance and control. – Recognise space in relation to others. – Begin to use simple tactics with guidance. – To watch, copy, describe, and evaluate what they and others are doing. – Run at different speeds.



Summer 2

	<ul style="list-style-type: none">– Understand when to accelerate speed in a game setting.– Demonstrate different jumps with body control.– Use arms to create more height and power.– Develop technique of throwing in different athletics events.– Know how to throw with increasing accuracy and coordination at targets set at different distances.– Begin to understand the importance of pacing themselves during long distance running.– Know how to show speed difference when doing a short sprint and a long-distance run.– To know when to use different techniques, speeds and efforts to meet challenges set for running, jumping and throwing.	Acceleration Discus Endurance Field Finishing Line Javelin Jumping Long distance Power Reaction time Running event Shotput Speed Throwing Track Triple Jump	<u>Athletics</u> <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.– Successfully throw a bean bag into hoops at different distances.
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<u>Guided Reading and Other Linked Texts</u>	<u>Previous Learning Links</u>	<u>Adaptations for SEND:</u>	<u>Key Questions:</u>
Dogger Non-fiction books	Around the World- Which animals live in cold countries? Which animals live in hot countries? Previous term – where do animals and plants come from?	Topic word lists. Sentence building Sentence starters TA and teacher support in lessons Visuals Sensory materials	Why can't humans fly? How do aeroplanes fly? What animals can fly? What makes bird fly and why? Have you ever flown on an aeroplane? What does it feel like to fly?