



Topic: Shropshire and Me

Cycle Year: 1

Term: 1

Personal, Social, Health and Emotional Development (including Relationships and Sex Education).

Pupils will have the opportunity to explore:

Being Me in My world

- Hopes and fears for the year
- Rights and responsibilities
- Rewards and consequences
- Safe and fair learning environment
- Valuing contributions
- Choices
- Recognising feelings

Celebrating Differences

- Assumptions and stereotypes about gender
- Understanding bullying
- Standing up for self and others
- Making new friends
- Gender diversity
- Celebrating difference and remaining friends

Religious Education:

Who is Muslim and how do they live?

Recognise the words of the Shahadah and that it is very important for Muslims · Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean · Give examples of how stories about the Prophet show what Muslims believe about Muhammad · Think, talk about and ask questions about Muslim beliefs and ways of living (Unit continued in Spring term)

Why does Christmas matter to Christians?

Recognise that stories of Jesus' life come from the Gospels · Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians · Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas · Think, talk and ask questions about Christmas for people who are Christians and for people who are not · Decide what they personally have to be thankful for, giving a reason for their ideas.

PE:

- Multi-skills: bat and ball, throwing and catching games; kicking, passing and dribbling games
- Dance: response to music; simple patterns; pair, group and unison work (BBC time to move?)
- Gymnastics: balance, jumps, roll, travel and applying to sequences

Please see PE skills sheets for further guidance

As historians we will:

- Explore similarities and differences between own own lives and those of people our grandparents' age. including homes, toys, shops and schools,
- Develop an awareness of the past.
- Know where the people and events we study fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing parts of sources to show that we know and understand key features .
- Understand some of the ways in which we find out about the past.
- Identify different ways in which it is represented.
- Visit Shrewsbury museum for a Lego Story starter "A Night at the Museum".

As geographers we will:

This unit will focus on the school locality. The children will develop locational knowledge based on the view from the school and local walks.

We will:

- Describe the places that we go often and rarely, and what we see on the way to school.
- Understand what is near to school, far away from school and gain a sense of place.
- Use and understand a simple plan of the classroom.
- Understand and use a local area map.
- Identify the destination of our fieldtrip and recall the journey to get there.
- Remember a local journey and the stages in order.

Please see Geography skills sheets for further guidance

As designers we will focus on:

Designing, making and evaluating a plan for a local play park.

Build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks. Think about how they can be made stronger and more stable. Fold paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins. Encourage the children to think about how folding materials can make them stronger, stiffer, stand up and be more stable.

Please see DT skills sheets for further guidance

As artists we will focus on:

Exploring printing (using everyday objects and toys, sponges, fingers, and block), to form patterns and experiment with amounts of paint and consistency of paint applied.

Making patterns (line, vertical, horizontal, cross-hatched, wavy); using a range of media and shapes).

Designing a simple string patterned print (block print) and applying this to a background of a chosen consistency of paint (e.g. washes or intense) to make wrapping paper .

Please see ART skills sheets for further guidance

As musicians we will:

- Explore descriptive sounds
- Listen to and perform music inspired by myths
- Use their voices to describe feelings and moods
- Create and notate vocal sounds for a performance
- Explore a steady beat and rhythm patterns
- Create their own beats and patterns with body percussion, voices and instruments

(Music Express ourselves, number and our land resources for Y1 and Y2.

Please see music skills sheets for further guidance)

As experts in computing, we will:

- Explore Online safety (Keeping information private 1.1)
- Explore Purple Mash (Saving in their own space 1.1)
- Consider how to search effectively on browsers (2.5)
- Be Lego builders considering the importance of accurate instructions. We will then correct and write our own simple algorithms (1.4 2 DIY)
- Explore technology outside school (1.9)
- Group and sort items on computers (1.2 2DIY)

Please see Computing skills sheets for further guidance

As scientists we will focus on:

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Seasons:

- Observe changes from Summer to Autumn.
- Investigate "How do bulbs grow and turn into mature plants?" . (Observations over time investigations).
- Observe and describe weather associated with the seasons and how day length varies (Observations over time).

Materials:

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials (throughout all investigations).
- Compare and group together a variety of everyday materials based on their simple physical properties.
- Investigate "Which material will make the best road safety reflector - dull/shiny?" (comparative investigation).
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Investigate "Which material will be most suitable for an umbrella? - How can we keep Stotty bear dry?" (comparative investigation).
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (identifying and classifying)

STEM activity

- Investigate how washing up liquid makes things clean through a magic milk stem activity (Identifying and classifying investigation)

Literacy:

Develop our English skills through the stimuli of:

- An adapted story of "On the Way Back Home" by Jill Murphy
- Letter writing to Santa.
- Animal riddles about reptiles.
- A character description in the form of a missing poster based on Beegu by Alexis Deacon.
- Instructions for printing.

Our reading spine texts are:

Beegu by Alexis Deacon (Pie Corbett reading spine)

Tuesday by Andy Wiesner (Pie Corbett reading spine)

Poem: Ning Nang Nong Spike Milligan (resistant texts)

The building boy Ross Montgomery (complexity of plot/symbol)

On the Way Home by Jill Murphy

The Tiger Who Came to Tea by Judith Kerr (complexity of plot/symbol)

The Little House by Virginia Lee Burton (archaic)

Voices in the Park by Anthony Brown (Non-Linear Time Sequences) (Complexity of the narrator)

Not Now Bernard (resistant text)

I Doko, The Tale of a Basket by Ed Young (complexity of the narrator).

Develop our Maths skills through key foci of:

Mental fluency, reasoning and problem solving using:

- Positional Language and Sequencing (turns, patterns and sequences)
- Subitising - Leading to More and Fewer
- Number Magnitude, Estimation and Comparison (equal to, more than, less than, fewer, more, most, least using number lines and other representations).
- Place Value - Making Ten(s) and Some More
- Time - Estimating, Sequencing and Comparing (days of the week, months, years and time).
- Additive Reasoning - the Understanding and Language of Operations
- Part Whole (number bonds to 20 for year 1 and the inverse relationship between addition and subtraction for year 2)
- Equality and Comparison
- Measures - Length, Height and Mass

Using maths across the curriculum by:

- Make patterns using our knowledge of counting in twos, fives and tens within our artwork.