

YEAR: 1
TERM: Spring 1
TOPIC: Amazing Asia



SIR ROBERT GEFFERY'S SCHOOL
A School for Enthusiasts

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

<p>RE INTENT</p>	<p>SCIENCE INTENT</p>	<p>MUSIC INTENT</p>	<p>PHSE INTENT</p>	<p>Computing INTENT</p>
<p>To understand who a muslim is and how they live their lives, focusing on understanding the five pillars of islam and how worship plays a role.</p> <p>Can I consider the qualities of a leader and how they can influence others by making links?</p> <p>Can I retell stories from Islam in small groups, developing an understanding of how the stories impact the lives of muslims.</p> <p>Can I identify the role and importance of the holy book (Qur-an) to muslims?</p> <p>Can I understand prayer within islam, identifying key times within the day?</p> <p>Can I understand the most important things for muslim people in our area?</p> <p>IMPACT Children will be able to define who a muslim is. They will understand the use of the shahada and understand the prayer rituals. Children will be able to understand who Allah and the Prophet Muhammad, whilst understanding the way Muslims show them respect. Children will be able to recognise and name the Five Pillars of Islam.</p>	<p>To be able to identify and classify different animals using their characteristics.</p> <p>Can I ask curious questions to help me group living and non-living things?</p> <p>Can I compare and contrast domestic animals by collaborating?</p> <p>Can I begin to explore the differences between a selection of different animals by applying my prior knowledge?</p> <p>Can I sort and classify different animals by thinking about Characteristics?</p> <p>Can I classify animals by what they eat by making links?</p> <p>IMPACT Year 1 scientists will be able to define living and non-living things using their differences. They will be able to compare and contrast between animals depending on their characteristics. Children will be able to ask questions about features of animals to better understand the world around them.</p>	<p>To be able to explore the use of dynamics and tempo within pieces and of music and applying them to compositions and performance.</p> <p>I can learn to sing a song as part of a group and learn the actions</p> <p>I can play my instruments to a waltz song focusing on the tempo.</p> <p>I can explore the tempo and dynamics used within a pop song</p> <p>I can explore the tempo and dynamics within a reggae inspired song.</p> <p>I can work with my classmates to create a composition with dynamic changes.</p> <p>I can explore the tempo and dynamics within a lullaby.</p> <p>IMPACT Year 1 musicians will be able to appraise different genres of music, focusing on changes in tempo and dynamics. They will be able to notice when a piece is fast / slow and if it changes within the song relating this to the key word tempo. Year 1 will be able to notice when a piece of music is loud or quiet relating this to the key word dynamics. Year 1 will also explore the meaning of lyrics and how music is used to celebrate the world around us and how it can make it a better place.</p>	<p>To be able to reflect on experiences of work and demonstrate perseverance when working towards a goal or an end product.</p> <p>I can set simple goals and I can tell you about a thing I do well</p> <p>I can set a goal and work out how to achieve it</p> <p>I understand how to work well with a partner</p> <p>I can tackle a new challenge and understand this might stretch my learning</p> <p>I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>IMPACT Year 1 children will be able to set a smart goal. They will be able to recognise when they work well with others and the qualities that make successful group work. Children will be able to identify the attributes of perseverance and demonstrate these within a group project. Children will be able to know how to share success and identify their feelings of success when working within a group.</p>	<p>To be able to identify how technology is used outside of school and how we can use it within our learning.</p> <p>Unit 1.9 Technology Outside School</p> <p>Can I find and understand examples of where technology is used in the local community?</p> <p>Can I record examples of technology outside school?</p> <p>Unit 1.2 Grouping and Sorting</p> <p>Can I sort items using a range of criteria?</p> <p>Can I sort items on the computer using the 'Grouping' activities in Purple Mash?</p> <p>IMPACT Year 1 children will understand what is meant by 'technology'. They will have considered types of technology used in school and out of school. Year 1 children will be able to sort various items offline using a variety of criteria. Children will then apply these skills to Purple Mash activities to sort various items online using a variety of criteria.</p>

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**Art
INTENT**

To be able to observe key features of Indian art and use this with our own art. Applying our knowledge of paint to watercolours.

Can I explore colours used in Indian Art by noticing?

Can I interpret an Indian pattern using observational skills?

Can I design my own Indian style pattern, by considering colour and shape?

Can I copy an Indian picture from 2nd hand observation by using my prior understanding?

Can I create a piece of Indian style jewellery, by using accurate joining techniques?

IMPACT

Year 1 Artists will be able to apply their knowledge of the colour wheel to discussions. Children will develop their use of watercolour paints and different brush strokes used within this. Children will further develop their observational skills to identify patterns and be able to evaluate, compare and contrast their own work and the work of others. Children will be able to take inspiration from the work of others to create their own design. Children will develop fine motor skills to create a piece of Indian style jewellery.

**PE
INTENT**

Games 1 - Arena Scheme

Session 1 -

Can you roll a ball to hit a target, between targets, towards a target?

Session 2 -

Can you throw and catch a ball using a variety of different balls, to a partner and between partners?

+ I can throw and catch a variety of balls accurately with a partner.

+ I can throw and catch a ball with a partner.

+ I can throw and catch a ball.

Session 3 -

Can you control and kick a ball?

+ I can control and kick/receive a ball accurately to / from a partner at various distances.

+ I can control and kick a ball to/from a partner.

+ I can control and kick a ball.

Session 4 -

Can you strike a ball with a bat?

+ I can hit a ball accurately along a line and hit a target.

+ I can hit a ball towards a target

+ I can hit a ball with a bat.

Session 5 -

Can you use the skills you have learnt to play a game?

+ I can confidently apply the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation.

+ I can use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation.

+ I am beginning to use the skills I have learned to roll, throw, catch, strike and kick in a small game situation.

IMPACT

Year 1 pupils can learn, refine and apply basic skills learnt into game situations by persevering.

**Geography
INTENT**

To be able to identify key features of the UK using multiple sources and thinking skills. Being able to compare and contrast using this knowledge between the UK and Asia.

Can I begin to explore and create maps by considering my own environment?

Can I identify the countries and capital cities of the UK by making links?

Can I use sources and thinking skills to collate information about a UK country?

Can I name and locate the world's continents and oceans by noticing them on a map?

Can I begin to learn about the diversity that can be found in Asia by asking curious questions?

Can I use sources and thinking skills to collate information about the continent of Asia?

IMPACT

Year 1 geographers will be able to locate and name the continents, oceans. They will be able to use sources and thinking skills to collate information about the continent of Asia. Children will be able to use geographical vocabulary and features on a map to explain features of the UK. Children will be able to use their knowledge of the local area to compare and contrast with the continent of Asia.

History



DT



