

YEAR: 1
TERM: Autumn 1
TOPIC: Fun and Games - Toys



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 christians believe created the world.</p> <p>Can I explore the natural wonders of the world by considering the skills and qualities of their creator?</p> <p>Can I use 'Tell the Story Susie' to help me answer the questions "Who do Christians say made the world?"</p> <p>Can I practise the Christian value of thankfulness by writing a prayer?</p> <p>Can I explore why Christians say grace in order to help me reflect upon the importance of thankfulness?</p> <p>Can I reflect upon what I am thankful for by making links to my own experiences?</p> <p>Can I generate questions about the Universe?</p> <p>IMPACT Year 1 thinkers will be able to consider what they know about the planet and consider the christian belief around its creation. They will develop their use of questioning, understanding stories, reflection to consider thankfulness and further develop an understanding of christian beliefs. Children will understand more about the use of saying grace and they will develop their prayer writing skills.</p>	<p>To be able to identify and name a variety of everyday materials.</p> <p>Can I sort objects in a variety of ways by making comparisons?</p> <p>Can I recognise and name different materials by making links?</p> <p>Can I ask curious questions to find out how and why we use different materials?</p> <p>Can I use scientific vocabulary to explore the properties of certain materials?</p> <p>Can I collaborate to plan a fair test?</p> <p>Can I carry out a scientific investigation and explain the results by giving explanations for my findings?</p> <p>IMPACT Year 1 scientists will be able to distinguish between an object and the material from which it is made from. They will be able to identify and name a variety of everyday materials, including, wood, plastic, glass, metal, water and rock. Year 1 scientists will explore the simple physical properties of a variety of everyday materials and will be able to group and compare materials based on their properties.</p>	<p>To learn that each piece of music has a beat/pulse and to be able to identify it when listening and moving to music.</p> <p>Find, dance, sing and clap in time to a beat based around the song Find The Beat, a rap.</p> <p>Practice counting with the energetic song 1-2-3-4-5.</p> <p>Sing and perform actions to the song Head, Shoulders, Knees and Toes in a Hip Hop style.</p> <p>Learn all about shapes by listening to the song Shapes and learn to play the glockenspiel along with the song.</p> <p>Identify the beat and repetitive patterns in the pop song We Talk To Animals.</p> <p>Revise and complete a performance of a class chosen song from this unit.</p> <p>IMPACT Year 1 musicians will be able to find and keep a steady beat. They will be able to move in time with music. They will be able to describe their thoughts and feelings when listening to music. Year 1 musicians will be able to identify some instruments that they hear and whether the tempo is fast or slow. They will start to understand the concept of there being different styles of music and what a song or piece of music might be about.</p>	<p>To create a class learning charter for the year.</p> <p>Recognise a location that makes us feel safe and special.</p> <p>Understanding the rights and responsibilities as a member of the class and to understand that we all belong to this class.</p> <p>Starting to establish the rights and responsibilities that make school a happy place to learn and decide on some class learning rules.</p> <p>Contribute towards the class charter and celebrate feeling proud.</p> <p>Discuss the consequences of our own actions and recognising the range of feelings that we may feel and how we may impact upon others feelings.</p> <p>Consolidate the class learning charter and explain how it makes the classroom a happy and safe place to learn.</p> <p>IMPACT Year 1 children will understand their rights and responsibilities as a member of their class. They will learn that they are valued and can contribute to the Learning Charter class. Year 1 children will recognise the choices they make and understand the consequences of these choices and what feelings these might elicit. Year 1 children will develop a class learning charter and understand that it promotes and supports a happy and safe place to learn within.</p>	<p>To understand online safety and how to navigate Purplemash.</p> <p>Unit 1.1 Learn how to login to Purplemash using my own login and personalise using an avatar. Create and save a piece of work.</p> <p>Learn to find saved work on Purplemash and how to read messages left by a teacher.</p> <p>Become familiar with the resources in Topics sections and start to recognise the functions of the individual icons in order to add text and pictures to work.</p> <p>Explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. Understand the importance of logging out when finished.</p> <p>Unit 1.9 Find and understand examples of where technology is used in the local community.</p> <p>Record examples of technology outside school.</p> <p>IMPACT Year 1 children will be able to login and log off of Purplemash. They will be able to create, save, edit and find saved work, and identify the function of some icons. Children can understand what is meant by 'technology' and consider types of technology used in and out of school.</p>

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Art
INTENT



We are looking forward to Art in the second half of the autumn term.

PE
INTENT

To join a variety of gymnastic shapes, actions and movements to make a short sequence. (Arena, KS1, Sport-Gym)

Recap and practise basic gym shapes - tuck, straddle, pike, squat and L shapes, front/back/side support, - and join them with control into a basic sequence of three.

Observe, copy and repeat various movements using different parts of the body (revisit 'animal game' Y1). Create a variety of high quality short sequences using different shapes and movement.

Use gym apparatus, choosing a variety of controlled movements along the bench and different shapes in safe jumping using correct technique (e.g. star jump, half turn if ready).

Practise balancing on 'large' and 'small' parts of the body, using apparatus to give appropriate challenges, recognising good balance shapes in others, suggesting ways for others to improve.

Play the fitness game 'washing machine' describing the effect of exercises on the body and choose a range of stretches.

IMPACT
Children demonstrate different balanced body shapes, and join these with controlled movements using different parts of the body into a short sequence. They show increasing skill in basic gymnastic actions and apparatus use. They can explain the effect that exercise has on them.

Geography
INTENT



Great Explorers to be covered in the Spring term.

History
INTENT

To be able to describe and notice differences and similarities in past and present toys.

Can I describe toys that children play with in the present day and sort these on a timeline?

Can I use different sources to gain historical information by generating questions to ask a family member?

Can I compare toys from the past to toys from the present day by applying noticing skills?

Can I describe toys that different Victorian children would play with, by making links?

Can I compare a Victorian toy to my own, by recognising similarities and differences?

Can I think about the differences between playing games in the Victorian times and now?

IMPACT

Year 1 historians will be able to consider sequences within their own lifetimes, considering how they play and what toys they would play with.

Children will develop their skills of gathering information from primary resources as well secondary resources.

Year 1 historians will develop their critical thinking skills by making comparative links between toys/ games of today and those of Victorian times, considering the similarities and differences and why these may occur

DT
INTENT

To be able to create a toy robot with movable features, considering use in today's 'market'.

LQ: Can I investigate how a range of toys move and how a toy appeals to younger children?

LQ: Can I investigate different ways of joining or fixing moving parts together?

LQ: Can I design a toy robot considering how I will join moving parts?

LQ: Can I make my toy robot to match my design?

LQ: Can I test and evaluate the effectiveness of my design and consider changes I will make?

LQ: Can I implement any changes to my design and decorate my final product?

IMPACT

Year 1 creators will develop their research and critical thinking skills when considering what makes a toy effective. They will investigate how parts move within a toy and how they can use their joining skills to recreate it in their own product. Year 1 creators will then develop their reflection skills when testing their product and considering any adaptations that need to be made. They will then apply their research skills to finish and decorate their design according to the 'market research' undertaken.