

YEAR: 1
TERM: Autumn 2
TOPIC: Fun and Games - Toys



SIR ROBERT GEFFERYS 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.

RE INTENT	SCIENCE INTENT	MUSIC INTENT	PHSE INTENT	Computing INTENT
<p>To be able to explain what it means to be part of a community and the role this plays in different faiths.</p> <p>LQ: Can I explore what it means to be part of a community by making links to my own life?</p> <p>LQ: Can I create a symbol to represent how I belong to a community?</p> <p>LQ: Can I make connections to help me understand the value of love in Christian and other faith communities?</p> <p>LQ: Can I interview a member of a faith in order to find out what community means to them?</p> <p>LQ: Can I use Ask-It-All-Ava to help me understand how children are welcomed into different communities?</p> <p>LQ: Can I identify how different communities celebrate weddings by noticing similarities and differences?</p> <p>LQ: Can I be a working-together-bee in order to demonstrate the importance of a community?</p> <p>IMPACT Year 1 children will be able to explain the meaning of community and consider the similarity and difference between christianity and other faiths. Children will be able to explain and demonstrate the importance of a community to different faiths.</p>	<p>To be able to explore forces, identifying push and pull.</p> <p>LQ: Can I explore the differences between Autumn and Winter whilst asking curious questions?</p> <p>LQ: Can I investigate how the weather changes from Autumn to winter?</p> <p>LQ: Can I notice and describe different types of movements?</p> <p>LQ: Can I understand that objects are made to move by pushes and pulls and know the differences between these?</p> <p>LQ: Can I observe, experience and identify different causes of movement?</p> <p>LQ: Can I begin to understand what friction is and what effect it has on moving objects?</p> <p>LQ: Can I understand that all objects fall to Earth and that gravity causes this?</p> <p>IMPACT Year 1 Scientists will be able to work scientifically, understanding the importance of a fair test. They will be able to evaluate the success of an investigation and reflect on points for future improvements. Year 1 scientists will be able to identify forces acting on an object, focussing on pushes and pulls. Children will be able to apply this knowledge to a practical context, considering the type of force being used on an object.</p>	<p>To understand the importance of rhythm and pitch in music.</p> <p>Learn to play the glockenspiel along with the song Twinkle, Twinkle, Little Star.</p> <p>Learn about an orchestra and what instruments we may find in one.</p> <p>Composing a piece of music using a computer programme.</p> <p>Improvising to a back track, experimenting and playing the notes c, d and e on a glockenspiel.</p> <p>Learning a traditional lullaby and understanding the importance of why songs are passed from generation to generation,</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 recognise what music can tell us about the past. Children will know that rhythm is long and short patterns or sounds that happen over a steady beat. They will also know that pitch means low or high sounds.</p>	<p>To accept that everyone is different and how to solve problems.</p> <p>LQ: Can I identify similarities between people in my class?</p> <p>LQ: Can I identify differences between people in my class?</p> <p>LQ: Can I explain what bullying is ?</p> <p>LQ: Can I name some people who I could talk to if I was feeling unhappy or being bullied?</p> <p>LQ: Can I model how to make friends?</p> <p>LQ: Can I tell you some ways I am different from my friends?</p> <p>IMPACT Year 1 children will be able to explain ways they are the same and different from their peers. They will be able to understand how being bullied might feel and how to support those who are being bullied. They will understand that everyone is unique and this makes us special.</p>	<p>To encourage children to begin to think logically about scenarios. Children will be introduced to the term 'algorithm'. This concept is at the core of coding.</p> <p>Unit 1.4 LEGO BUILDERS</p> <p>Following instructions and learning that to achieve the effect we want when building something, we need to follow accurate instructions.</p> <p>Following and creating simple instructions on the computer and learning that an algorithm written for a computer to follow is called a program.</p> <p>Considering how the order of instructions affects the result and that correcting errors in an algorithm or program is called 'debugging'</p> <p>Unit 1.2 GROUPING AND SORTING</p> <p>Sort various items offline using a variety of criteria.</p> <p>Use Purple Mash activities to sort various items online using a variety of criteria.</p> <p>IMPACT Year 1 children will know that by following the instructions correctly, they will get the correct result and that an algorithm is a precise set of instructions used to solve a problem or achieve an objective.</p>

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Art
INTENT

To develop our pencil control, understanding tone and texture and the effect of these.

LQ: Can I **show** line and shading in pencil drawing?

LQ: Can I **investigate** the use of colour and colour mixing?

LQ: Can I **show** tone and texture in pencil drawing?

LQ: Can I make **detailed observations** of work by another artist?

LQ: Can I **create** my own still life painting based on an artist's work?

LQ: Can I carefully **observe and record** details from real life objects using line drawings?

IMPACT

Year 1 artists will be able to mix a range of secondary colours, shades and tones. They will experiment with pencil control, considering pressure applied when using a pencil and the different patterns you can create to make an effect.

PE
INTENT

To be able to complete basic skills using a ball - rolling, throwing and catching, controlling and kicking a ball with a foot and using the skills learnt to play a game.

Session 1

LQ: Can I roll a ball to hit a target?

Gold I can roll a ball to hit a target. Silver I can roll a ball between targets. Bronze I can roll a ball towards a target.

Session 2

LQ: Can I throw and catch a ball?

Gold , Silver and Bronze challenges.

Session 3

LQ: Can I control and kick a ball?

Gold , Silver and Bronze challenges.

Session 4

LQ: Can I strike a ball with a bat?

Gold I can hit a ball accurately along a line and hit a Target. Silver I can hit a ball towards a target Bronze I can hit a ball with a bat.

Session 5

LQ: Can I use the skills I have learnt to play a game?

Gold I can confidently apply the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation. Silver I can use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation. Bronze 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 athletes will have opportunities to manipulate balls with hands and feet and partake in challenges designed to improve basic skills.

Geography
INTENT



Great Explorers to be covered in the Spring term.

History
INTENT

To be able to compare toys from modern day and Victorians and be able to research a key historical figure.

LQ: Can I understand how modern day toys are made, by explaining materials used?

LQ: Can I understand how Victorian toys are made, by explaining materials used?

LQ: Can I give an opinion as to which time period I think toys and games would be most enjoyable, by reflecting?

LQ: Can I reflect upon toys in the past and now?

LQ: Can I research and gather information about a Victorian Toy Maker?

LQ: Can I create my own game using my knowledge of toys and games from the past and now?

IMPACT

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



DT will be covered during Spring term.

