

**YEAR: 1**  
**TERM: Spring 1**  
**TOPIC: Pole to Pole**



**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><b>RE</b> <b>INTENT</b></p>	<p><b>SCIENCE</b> <b>INTENT</b></p>	<p><b>MUSIC</b> <b>INTENT</b></p>	<p><b>PHSE</b> <b>INTENT</b></p>	<p><b>Computing</b> <b>INTENT</b></p>
<p>To be able to answer the question 'What do Christians believe God is like?'</p> <p>LQ: Can I explore imagery, in order to make predictions about God's messages in a parable?</p> <p>LQ: Can I use 'See-the-Story-Susie' to sequence the parable of the Lost Son by being a looking forwards and backwards owl?</p> <p>LQ: Can I demonstrate what a parable is by creatively exploring hidden meanings?</p> <p>LQ: Can I identify how Christians might show their love for God by reflecting upon my own life experiences?</p> <p>LQ: Can I reflect upon the concept of forgiveness when doing wrong by making links to real life situations?</p>	<p>To be able to identify and classify different animals using their characteristics.</p> <p>LQ: Can I ask curious questions to help me group living and non-living things?</p> <p>LQ: Can I compare and contrast domestic animals by collaborating?</p> <p>LQ: Can I begin to explore the differences between a selection of different animals by applying my prior knowledge?</p> <p>LQ: Can I sort and classify different animals by thinking about characteristics?</p> <p>LQ: Can I classify animals by what they eat by making links?</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>To be able to reflect on experiences of work and demonstrate perseverance when working towards a goal or an end product.</p> <p>LQ: Can I set simple goals?</p> <p>LQ: Can I set a goal and work out how to achieve this?</p> <p>LQ: Can I understand how to work well with a partner?</p> <p>LQ: Can I tackle a new challenge and understand this might stretch my learning?</p> <p>LQ: Can I tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them?</p> <p>LQ: Can I tell you how I felt when I succeeded in a new challenge and how I celebrated it?</p>	<p>To be able to understand what data is and how we can record this information. To be able to identify why following instructions are important.</p> <p>Can I show that data can be represented in picture format?</p> <p>Can I contribute to a class pictogram?</p> <p>Can I use a pictogram to record the results of an experiment?</p> <p>Can I emphasise the importance of following instructions?</p> <p>Can I follow and create simple instructions on the computer?</p>
<p><b>IMPACT</b></p> <p>Year 1 will be able to analyse stories from the Bible and use it to help their understanding of what a Christian believe God is like. They will understand what a parable is. They will further develop their reflection skills, considering what they have learnt and how this relates to their own life. Children will consider the messages they have learnt through the half term and apply this to the concept of forgiveness and reflect on how they could use this in real life situations.</p>	<p><b>IMPACT</b></p> <p>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><b>IMPACT</b></p> <p>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><b>IMPACT</b></p> <p>Year 1 children will begin to understand what goals are and begin to set goals. They will be able to recognise when they work well with others and the qualities that make successful group work. Children will understand that achieving a goal may have obstacles in the way and begin to think about how to overcome them. Children will be able to know how to share success and identify their feelings of success when working within a group.</p>	<p><b>IMPACT</b></p> <p>Year 1 children will be able to explain ways in which they can record data and why pictograms are a suitable way to record data from a large group. Year 1 will be able to take part in an experiment and use their knowledge on pictograms to record this data effectively. Year 1 will be able to listen to instructions and follow them effectively to complete a task on the computer. This will lead to them being able to create their own simple instructions in the computer.</p>

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**Art**  
**INTENT**

To create a piece of art in the illustration style, inspired by Alex Latimer

LQ: Can I study the illustrations of Alex Latimer considering the use of shape and colour?

LQ: Can I show the use of pattern and tone in a drawing?

LQ: Can I show an understanding of scale when I draw an animal?

LQ: Can I create an animal illustration in the style of Alex Latimer?

LQ: Can I create digital elements to be used alongside my animal illustration, inspired by Alex Latimer?

**IMPACT**

Year 1 artists will continue to develop their use of drawing and sketching skills. They will understand what the style of illustration is and name examples. They will consider the scale of elements of their artwork in relation to each other. They will begin to use some digital elements within their work and understand what digital art is.

**PE**  
**INTENT**

To be able to perform a series of fundamental skills which will enable me to be able to game play in a more successful way.

Session 1: -

LQ: Can I follow instructions and move in different ways?  
 I can follow instructions to enable me to be active in game play.

Session 2: -

LQ: Can I move in different directions and stay balanced?

Session 3:

LQ: Can I catch a ball in different ways?

Session 4:

LQ: Can I accurately throw underarm with a range of different sporting equipment?

Session 5:

LQ: Can I hit a ball effectively?

**IMPACT**

Year 1 athletes will be able to perform a range of basic fundamental games skills with increasing confidence and in a range of different game situations.

**Geography**  
**INTENT**

To be able to identify key features of the UK using multiple sources and thinking skills.

LQ: Can I name and locate the world's 7 continents of the world by making links?

LQ: Can I use the outdoor area to locate continents and oceans?

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

LQ: Can I create a fact file about a UK country using my research?

LQ: Can I study weather patterns in the UK and the impact of the equator by describing the position of the earth in relation to the sun?

**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 UK. Year 1 will create a factfile on a UK country of choice using their computing skills. Children will be able to use geographical vocabulary and features on a map to explain differences between the UK and the South & North poles.

**History**



History was covered in the autumn term and will be revisited in the summer term.

**DT**



DT to be covered in the second half of the spring term.