

**YEAR: 1**  
**TERM: Spring 2**  
**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 INTENT</b></p>	<p><b>SCIENCE INTENT</b></p>	<p><b>MUSIC INTENT</b></p>	<p><b>PHSE INTENT</b></p>	<p><b>Computing INTENT</b></p>
<p><b>To be able to explain Jewish worldviews and ways of life.</b></p> <p>Can I explain why something is special to me?</p> <p>Can I explain what is precious to a Jewish person?</p> <p>Can I explain the importance of the mezuzah to a Jewish person?</p> <p>Can I create an important belief message and reflect on how it makes me feel?</p> <p><b>IMPACT</b></p> <p><b>Year 1 children will develop an understanding of precious items for a Jewish person. They will consider the importance of a mezuzah and will reflect on how a belief like this could impact their own lives. Year 1 children will then go on to further understand the Easter story</b></p>	<p><b>To be able to identify parts of the human body and to scientifically explain why some animals are not suited to be pets.</b></p> <p>Can I begin to compare animals and humans by making observations?</p> <p>Can I explore the human body and label the main parts by applying my existing understanding?</p> <p>LQ: Can I find out about an Arctic/Antarctic animal by using a range of sources?</p> <p>LQ: Can I create a fact file of an Arctic/ Antarctic animal by extracting information from my research?</p> <p>LQ: Can I think about how animals are suited to their environments by making links?</p> <p>LQ: Can I use my knowledge of animals to answer the BIG QUESTION “Why wouldn’t a penguin make a good pet?” by reviewing my learning?</p> <p><b>IMPACT</b></p> <p><b>Year 1 scientists will be able to work scientifically by making comparisons using observational skills and prior knowledge. Children will be able to explain why certain animals cannot be pets by making scientific links to characteristics, food choices and habitats. Year 1 scientists will be able to name and identify the main parts of the body whilst making links to their 5 senses.</b></p>	<p><b>To be able to understand how music can be used to tell a story whilst exploring the use of pitch, rhythm and pulse.</b></p> <p>Can I develop my understanding of improvisation using 3 notes?</p> <p>Can I compose a short melody by collaborating?</p> <p>Can I describe the use of lyrics within a song by looking forwards and backwards?</p> <p>Can I create a graphic score by collaborating, starting to record compositions?</p> <p>Can I develop my vocal practice into a lullaby?</p> <p>Can I describe how pitch, rhythm, and pulse work together in The Planets, Op. 32: I. Mars, The Bringer of War?</p> <p><b>IMPACT</b></p> <p><b>Year 1 Musicians will reflect on the role rhythm, pitch and pulse can play in a piece of music. They will be able to develop their improvisation skills. Year 1 musicians will begin to explore composition using a graphic score as a class. They will then begin to think about what role the lyrics play in a song.</b></p>	<p><b>To be able to understand how to keep my body healthy, considering food, medicines and the mind.</b></p> <p>Can I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy?</p> <p>Can I explain how to make healthy life choices?</p> <p>Can I explain how I can keep myself clean and healthy, and understand how germs cause disease/illness?</p> <p>Can I show my understanding about how medicine can help me if I feel poorly and I know how to use them safely?</p> <p>Can I explain how to keep safe when crossing the road, and about people who can help me to stay safe?</p> <p>Can I tell you why I think my body is amazing and can identify some ways to keep it safe and healthy?</p> <p><b>IMPACT</b></p> <p><b>Year 1 children will be able to identify what is required to keep our bodies healthy. Children will be able to understand where foods sit within their food groups and the effects of eating them. They will have the tools to make healthy choices within their diet and m and the opportunity to develop ways of making ‘healthy snacks’. Children will understand the use of medicines and how they are used safely.</b></p>	<p><b>To be able to understand what coding is and begin to explore program design.</b></p> <p><b>UNIT 1.7 Coding</b></p> <p>Can I understand what the instructions are?</p> <p>Can I use code to make a computer program?</p> <p>Can I use an event to control an object?</p> <p>Can I begin to understand how code executes when a program is run?</p> <p>Can I understand what backgrounds and objects are?</p> <p>Can I plan and make a computer program?</p> <p><b>IMPACT</b></p> <p><b>Year 1 children will be able to explain what an instruction is as well as what coding is. Children will be given the opportunity to explore programming on the computers, thinking about how this runs.</b></p>

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**Art**



**PE  
INTENT**

Year 1 gymnasts will have an increasing understanding of balancing and travelling with jumping and landing.

**Session 1**

LQ: Can I balance and hop with control and body tension? Can you be safe when handling apparatus?

**Gold** I can balance and hop with control and good body tension. I can be safe when handling apparatus

**Silver** I can balance and hop with some control and handle apparatus safely.

**Bronze** I can balance and sometimes hop, but not always with control. I need help with handling apparatus.

**Session 2**

LQ: Can I jump high from the floor and apparatus with neatness and control? Can I hopscotch?

**Gold** I can jump from the floor and apparatus with neatness and control. I can hopscotch.

**Silver** I can jump from the floor and apparatus with control. I can hopscotch

**Bronze** I can jump from the floor and apparatus

**Session 3**

LQ: Can I make different shapes in the air with neatness and control? Can I link a jump with a travelling movement?

**Gold** I can make different shapes in the air and link a jump with a travelling movement with neatness and control.

**Silver** I can make different shapes in the air and link a jump with a travelling movement

**Bronze** I can make different shapes in the air. I try to link a jump with a travelling movement.

**Session 4**

LQ: Can I travel with control using different body parts on different

**Geography  
INTENT**

To be able to identify key features of the North and South Pole by using multiple sources and thinking skills. To be able to find out about life on the South Pole.

LQ: Can I study the South Pole and identify geographical and factual features on a map?

LQ: Can I study the North Pole and identify geographical and factual features on a map?

LQ: Can I find out about life on the South Pole?

LQ: Can I write a postcard to a Year 6 child, describing my time on the South Pole?

LQ: Can I use my knowledge of the poles to answer the BIG QUESTION 'Why can't a meerkat live in the North Pole?'

**IMPACT**

Year 1 geographers will be able to identify key features on a map, including geographical and factual markers. Children will be able to use geographical vocabulary and features on a map to explain features of the North and South Pole. They will be able to collate information about the South Pole using a range of sources.

**History**



**DT  
INTENT**

To create a batik tile inspired by the south pole, in the style of Jacky Innes.

LQ: Can I explore an artist's work and practise colour mixing with water colour paints?

LQ: Can I explore the ways in which wax resists points?

LQ: Can I design my batik tile, making links to Jacky Innes?

LQ: Can I use my design to create my batik tile?

LQ: Can I evaluate upon my own work and the work of others, using thinking hats?

**IMPACT**

Year 1 designers will continue to develop their colour mixing skills. They will develop an understanding of how wax integrate with colour on textile. They will develop an understanding of Innes' work, considering their inspiration and how they create their work. Children will then evaluate their work considering its links to a success criteria.

levels? Can I comment on the performance of others and say what is good?

Gold I can travel with control using different body parts on different levels. I can comment on the performance of others and say what is good and why.  
Silver I can travel sometimes with control using different body parts. I can comment on the performance of others recognising what is good.  
Bronze I can travel on different body parts. I can watch others perform.

Session 5  
LQ: Can I create a sequence, as detailed in the pupil challenge?

Gold I can remember my movements to show others.  
I can describe the differences between my own movements and the movements of others and suggest improvements.  
Silver I can link my actions neatly.  
I can keep my start and finish positions still. I can describe my actions  
Bronze I can choose 2-4 different gymnastic actions. I can include a jump in my sequence.  
I can link these together, so I do one after the other, using the floor and apparatus.  
I can make a shape at the beginning and the end of my movements.

Session 6  
LQ: Can I evaluate your sequence from last week for improvement to the next level and to practise for performance?

**IMPACT**  
Year 1 gymnasts will be able to improve their core basic skills linked to travelling with jumping and landing and be able to evaluate their own and others performances to improve them.