

YEAR: 1
TERM: Summer 1
TOPIC: Leaping around



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.

RE	SCIENCE	MUSIC	PHSE	Computing
<p style="text-align: center;">INTENT</p> <p>To understand about Jewish worldviews and ways of life.</p> <p>LQ: Can I explore why Jewish people celebrate Shabbat?</p> <p>LQ: Can I explore how Jewish people celebrate Shabbat?</p> <p>LQ: Can I retell a story from the Torah thinking about any hidden messages?</p> <p>LQ: Can I suggest ways in which stories from the Torah are important to Jewish people?</p> <p>LQ: What might the story of Chanukah make Jewish people think about?</p> <p style="text-align: center;">IMPACT</p> <p>Within this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.</p>	<p style="text-align: center;">INTENT</p> <p>To be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To be able to identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>LQ: Can I explore plants in the school environment using observational skills?</p> <p>LQ: Can I identify and name a range of common plants and trees by noticing their features?</p> <p>LQ: Can I name and describe the functions of the main parts of a plant by reflecting on prior knowledge?</p> <p>LQ: Can I discuss what plants need to grow and show the process of planting seeds?</p> <p>LQ: Can I plant some seedlings thinking carefully about how I will look after them and help them to grow?</p> <p>LQ: Can I design an experiment to observe how a plant grows in different conditions and make predictions on what I think will happen and why by being a looking forward and backwards owl?</p> <p style="text-align: center;">IMPACT</p> <p>Year 1 scientists will be familiar with the names of both wild and common flowers. They will be able to compare and contrast different flowers explaining how they are different. Year 1 scientists will develop an understanding of the structure of plants, including flowers, and trees.</p>	<p style="text-align: center;">INTENT</p> <p>To be able to improvise a short melody using 3 notes.</p> <p>LQ: Can I play a 3 note part on the glockenspiel?</p> <p>LQ: Can I improvise a short clapping rhythm to answer another rhythm?</p> <p>LQ: Can I use the notes on the glockenspiel to improvise a short rhythm?</p> <p>LQ: Can I use the notes on the glockenspiel to improvise a short rhythm, comparing and contrasting to previous work?</p> <p>LQ: Can I develop my breathing techniques to a lullaby inspired tracks?</p> <p style="text-align: center;">IMPACT</p> <p>Year 1 Musicians will be able to identify the keys on the glockenspiel. They will be able to play a short melody on the glockenspiel containing crochet and minims. Year 1 will begin to understand and reflect on what a good 'answer' rhythm will be to 'question' rhythm, considering if it works well or makes sense. Children will then be able to apply their reflection to improvisation with notes and consider appropriate rhythms to play on the keys to work with the backing track provided. Children will be able use their comparing and contrasting skills, demonstrating how you would improvise for one track compared to another.</p>	<p style="text-align: center;">INTENT</p> <p>Children to broaden and deepen their understanding of positive relationships.</p> <p>LQ: Can I identify the members of my family and understand that there are lots of different types of families?</p> <p>LQ: Can I identify what being a good friend means to me?</p> <p>LQ: Can I suggest appropriate ways of physical contact to greet my friends and know which ways I prefer?</p> <p>LQ: Can I recognise who can help me in my school community?</p> <p>LQ: Can I recognise my qualities as a person and a friend?</p> <p>LQ: Can I explain why I appreciate someone who is special to me?</p> <p style="text-align: center;">IMPACT</p> <p>Year 1 will be able to identify members of our families and will be able to explain and understand how every family is different. They will be able to distinguish between acceptable forms of physical contact when greeting friends and knowing who they can talk to if they do not agree with a situation. Children will recognise who can help them in a school community. Year 1 children will be able to recognise and explain qualities of a good friend, linking to why someone is special to them.</p>	<p style="text-align: center;">INTENT</p> <p>To be able to create an animated book online using computing skills of copy and pasting, adding sound effects, adding animations and saving.</p> <p>Unit 1.6 - Animated Story Books</p> <p>LQ: Can I understand the differences between traditional books and ebooks?</p> <p>LQ: Can I add animation to a picture, play the pages created so far and save any changes made?</p> <p>LQ: Can I add a sound effect to a picture and add created music to the picture?</p> <p>LQ: Can I add a background to the story?</p> <p>LQ: Can I demonstrate a good understanding of all the tools I have learnt to continue and complete my animated story?</p> <p style="text-align: center;">IMPACT</p> <p>Year 1 will be able to use their computer skills of copy and paste, adding sound effects, animations and being able to save their work. They will be able to create a book online and be able to explain what an E-book is and the advantages and disadvantages of these.</p>

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Art



Art was covered in the autumn and first part of spring. It will be revisited in the summer term 2.

**PE
INTENT**

Year 1 gymnasts will have the opportunities to develop their understanding of gymnastic sequences and in particular directions and pathways.

Session 1

LQ: Can I move in different directions in straight lines with control and body tension?

Can you recognise the importance of warming up and stretching?

Gold I can move in different directions in straight lines with control and tension and can understand the importance of warming up.

Silver I can move in different directions in straight lines and realise it is important to warm up

Bronze I can move in different directions, sometimes in straight lines and know I must warm up.

Session 2

LQ: Can I move in different directions using curved pathways on the floor and apparatus with neatness and control?

Gold I can move in curved pathways on the floor and apparatus with neatness and control

Silver I can move in curved pathways on the floor and apparatus with control

Bronze I can sometimes move in curved pathways on the floor and apparatus

Session 3

LQ: Can I jump along different pathways on the floor and apparatus showing good body tension? Can I recognise good jumps and suggest improvements for others?

Geography



Geography was covered in the spring term.

History

INTENT

To develop understanding of a key historical figure for the village of Landrake.

LQ: Can I generate questions to ask people about Landrake?

LQ: Can I use a map to find old geographical points in Landrake and compare them with present day?

LQ: Can I recount our trip around Landrake?

LQ: Can I use my questions to interview someone about Landrake in the past?

LQ: Can I summarise facts I have learnt?

IMPACT

Year 1 historians will be able to place events and objects in chronological order. They will be able to use common words and phrases relating to the passing of time. Year 1 historians will also learn how to find out about the past from a range of sources of information. They will ask and answer questions about the past.

DT

INTENT

To be able to design purposeful, functional and appealing products for a consumer.

LQ: Can I show understanding of the 5 food groups?

LQ: Can I research what makes a healthy cereal?

LQ: Can I design a healthy cereal mixture by making connections?

LQ: Can I evaluate the effectiveness of a cereal in releasing energy, by using prior knowledge and predicting?

LQ: Can I make a healthy cereal for an athlete by considering food groups?

LQ: Can I evaluate my peers' healthy cereal?

IMPACT

Year 1 designers will be able to conduct research using a variety of sources and methods. Children will be able to apply their learning to create a design for a healthy cereal. They will consider the role their product will play and what will be needed to make their product.

Gold I can jump along different pathways on the floor and apparatus showing good body tension. I can recognise good jumps and suggest improvements for others.
Silver I can jump along different pathways on the floor and apparatus showing some body tension. I can recognise good jumps and suggest some improvements for others.
Bronze I can jump along different pathways. I can recognise some good shapes. I can sometimes recognise good jumps.

Session 4 (at Zero Gravity)

LQ: Can I link different pathways together neatly?
Can I jump with a turn?

Gold I can link different pathways together neatly and jump with a turn.
Silver I can link different pathways together and jump with a turn.
Bronze I can sometimes link different pathways together and am beginning to jump with a turn.

Session 5

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

Gold I can join with a partner and do one sequence after another. E.G. do your sequence first and then your partner will do theirs. I can still be neat with my actions.
Silver I can link my actions neatly. I can remember my movements to show others.
Bronze I can join together four actions showing different pathways and moving in different directions. I can either start on the floor and finish on the apparatus or start on the apparatus and finish on the floor.

Session 6 (At Zero Gravity)

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

IMPACT

Year 1 pupils will have the opportunity to improve their travelling, explore sequences both at school and at Zero Gravity.