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.

RE

INTENT

To explore what it means to belong, how people show belonging in faith and other communities, and the value of caring for and respecting others.

LQ: Can I talk about the groups I belong to and why they are special?
Mirrors - Reflecting on the community around me

LQ: Can I recognise and explain Christian symbols of belonging?

LQ: Can I identify and describe symbols of belonging in Muslim and Jewish communities?

LQ: Can I say why all people are important and how faiths show this?
Window - Considering others worldviews and their importance

LQ: Can I describe what happens in a Christian or Muslim welcome ceremony and what it means?

LQ: Can I identify ways people show love and belonging when they get married?

IMPACT

By the end of the unit, pupils will understand how people show belonging through symbols, ceremonies, and caring actions, make connections between their own experiences and those of others, recognise similarities and differences, and respond sensitively to diversity, developing empathy, respect, and an appreciation of the importance of community.

SCIENCE

INTENT

To be able to identify and classify different animals using their characteristics.

LQ: Can I ask curious questions to help me group living and non-living things?

LQ: Can I compare and contrast domestic animals by collaborating?
Outdoor- link to our own domesticated animals on the farm.

LQ: Can I begin to explore the differences between a selection of different animals by applying my prior knowledge?

LQ: Can I sort and classify different animals by thinking about characteristics?

LQ: Can I classify animals by what they eat by making links?

IMPACT

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.

MUSIC

INTENT

To be able to explore the use of dynamics and tempo within pieces and of music and applying them to compositions and performance.

I can learn to sing a song as part of a group and learn the actions

I can play my instruments to a waltz song focusing on the tempo. wow! just like finding peace in a spiritual practice, the steady tempo of a waltz can symbolise a calm, mindful connection with yourself and the world around you.

I can explore the tempo and dynamics used within a pop song

I can explore the tempo and dynamics within a reggae inspired song. wow! The laid-back rhythm can remind you of practices like meditation or reflection, where calmness and stillness are important and life is thought about on a deeper level.

I can work with my classmates to create a composition with dynamic changes.

I can explore the tempo and dynamics within a lullaby.

IMPACT

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.

PHSE

INTENT

To be able to reflect on experiences of work and demonstrate perseverance when working towards a goal or an end product.

I can set simple goals and I can tell you about a thing I do well

I can set a goal and work out how to achieve it wow! I can think about the meaning of life and how goals and achievements shape our existence.

I understand how to work well with a partner

I can tackle a new challenge and understand this might stretch my learning wow! Thinking about the importance of resilience and how everyone has to be resilient to get through life.

I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them wow! Recognising that perseverance through hardships and learning from struggles helps you **learn and grow** through challenges

I can tell you how I felt when I succeeded in a new challenge and how I celebrated it
Outdoor- orienteering style challenge; working together to follow instructions and figure out clues.

IMPACT

Year 1 children will be able to set a smart goal. They will be able to recognise when they work well with others and the qualities that make successful group work. Children will be able to identify the attributes of perseverance and demonstrate these within a group project. Children will be able to know how to share success and identify their feelings of success when working within a group.

Computing

INTENT

To be able to explore early programming concepts, use floor robot commands, predict outcomes, and understand basic algorithm design.

LQ: Can I explain what the buttons on a floor robot do and predict what will happen when I press them?

LQ: Can I follow and give clear directions using words like forwards, backwards, left and right?

LQ: Can I use forwards and backwards commands to make the robot move from the same starting place?

LQ: Can I use forwards, backwards, left and right to make a sequence of commands for the robot?

LQ: Can I plan, run, and fix (debug) a simple program to make the robot go where I want it to?

LQ: Can I find more than one way to program the robot to get to the same place?

IMPACT

Year 1 children will be able to explore early programming concepts by using individual commands with a floor robot, both independently and collaboratively. They will identify the function of each command and begin predicting the outcomes of programs. Learners will also develop an understanding of basic program design through the introduction of algorithms, building their knowledge of programming in a structured and paced manner.

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.

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 colour and shape?

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

LQ: Can I show an understanding of scale when I draw an animal?
Windows - Considering the smaller details when observing living things

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

LQ: Can I create digital elements to b e 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 use different body parts to create shapes and movements, travel in time with music using changes in speed and direction, and join actions smoothly to create and perform a short dance that shows a story or feeling.

Can I use different parts of my body to make interesting shapes and show different levels when I move?

Can I use travelling actions and changes in speed or direction to move in time with the music?

Can I use my body and facial expressions to show an idea, feeling, or story through dance?

Can I join different movements smoothly so my dance looks controlled and connected?

Can I create a short dance that tells a story using different actions, shapes, and levels?

Can I perform my dance confidently and describe how I could make it even better next time?

IMPACT

Year 1 dancers will have opportunities to explore movement using different body parts, shapes, and levels, travel in time with music, and combine actions to create and perform a short dance that communicates a simple idea or story.

Geography

INTENT

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

Can I name and locate the world's continents, oceans and UK countries by noticing them on a map?
Windows - Considering the wonder of our planet.

Can I use sources and thinking skills to collate information about a country in the UK?

Can I create a fact file about the UK using my research?

Can I study weather patterns in the UK and the impact of the equator?

Can I study the north and south poles and understand why they are cold, making links to the Earth's rotation?
Windows - Considering the wonder of our planet.

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 Uk and 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.