

YEAR: 1 TERM: Summer 1 TOPIC: Leaping Around		 SIR ROBERT GEFFERY'S SCHOOL <i>A School for Enthusiasts</i>	<i>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.</i>	
<p>RE INTENT</p> <p>To be able to explain how Jewish people show their devotion to God through Shabbat, stories, and festivals, and reflect on how the values of rest and tradition connect to our own life.</p> <p>LQ: Can I describe how Jewish people celebrate Shabbat?</p> <p>LQ: Can I explain why Shabbat is important?</p> <p>LQ: Can I retell a Jewish story and say what it teaches?</p> <p>LQ: Can I explain how festivals help Jewish people remember God?</p> <p>LQ: Can I make connections to my own life? - Mirror Moment - Reflecting on our learning and considering how people are connected.</p> <p>IMPACT</p> <p>Year 1 children will be able to describe the key traditions of Shabbat and Jewish festivals, identifying specific symbols and rituals used to remember God. They will demonstrate an understanding of the theological importance of rest and remembrance, while developing the skills to retell significant Jewish stories and explain the moral lessons within them. Finally, pupils will be able to recognize and discuss the connections between these Jewish practices and the special ways they mark time, celebrate, or share values within their own lives.</p>	<p>SCIENCE 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 identify and name a variety of common wild and garden plants by observing?</p> <p>LQ: Can I identify and name a range of common plants and trees by noticing their features? Outdoor learning - explore school grounds and locate real world examples of plants and tree features.</p> <p>LQ: Can I identify and describe the basic structure and functions of flowering plants and trees?</p> <p>LQ: Can I explain what plants need to stay healthy, describe how they grow and demonstrate how to look after them? Outdoor learning - Use no dig bed as an opportunity to apply knowledge of looking after plants and helping them thrive in the correct environment.</p> <p>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>MUSIC INTENT</p>	<p>PHSE 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? WOW! Isn't it lovely that every family is different—and each one is special in its own way?"</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? WOW! There's only one you in the whole world—how amazing is that? You bring something special that no one else can</p> <p>LQ: Can I explain why I appreciate someone who is special to me?</p> <p>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>Computing INTENT</p> <p>To be able to effectively navigate the keyboard, add and remove text, utilise the toolbar to modify text appearance, make thoughtful decisions when editing, and articulate the reasoning behind tool selection, while comparing the process of typing on a computer to traditional writing on paper.</p> <p>LQ: Can I explore the keyboard and use a computer to write?</p> <p>LQ: Can I add and remove text on a computer</p> <p>LQ: Can I explore the toolbar and identify that the look of text can be changed on a computer</p> <p>LQ: Can I make careful choices when changing text</p> <p>LQ: Can I explain why I used the tools that I chose and compare typing on a computer to writing on paper</p> <p>IMPACT</p> <p>Year 1 will be able to confidently use a computer for writing tasks, enhancing digital literacy and enabling more efficient communication. By mastering text editing tools, learners will develop critical thinking skills, improve their ability to express ideas clearly, and gain a deeper understanding of how technology can complement traditional writing methods</p>

YEAR: 2 TERM: Summer 1 Topic: Leaping Around		 <div>SIR ROBERT GEFFERY'S SCHOOL <i>A School for Enthusiasts</i></div>	<i>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.</i>	
<div>Art</div> <div></div> <div>Art was covered in the autumn and first part of spring. It will be revisited in the summer term 2.</div>	<div>PE INTENT</div> <div>To develop pupils' fundamental movement and athletic skills through simple challenges, enabling them to move safely, use space effectively, run, jump, and throw with control, work cooperatively, and begin to understand technique, personal bests, and fair play in competitive activity.</div> <div>LQ: Can I move and run in different ways using good balance and coordination?</div> <div>LQ: Can I run at different speeds and change direction safely?</div> <div>LQ: Can I jump and land with control using one or two feet?</div> <div>LQ: Can I throw different objects in a safe and accurate way?</div> <div>LQ: Can I combine running, jumping, and throwing in simple challenges and games?</div> <div>LQ: Can I try my best, record my results, and notice how I am improving?</div> <div>IMPACT</div> <div>To develop year 1 athletes' fundamental movement and athletic skills through simple challenges, learning to move safely, use space effectively, and run, jump, and throw with increasing control. They will work cooperatively, begin to apply basic techniques, and understand the importance of personal bests and fair play. By the end of the unit, year 1 athletes will participate confidently in events and reflect on their progress.</div>	<div>Geography</div> <div></div> <div>Geography was covered in the spring term.</div>	<div>History INTENT</div> <div>To develop understanding of a key historical figure for the village of Landrake.</div> <div>LQ: Can I generate questions to ask people about Landrake?</div> <div>LQ: Can I use a map to find old geographical points in Landrake and compare them with present day? - Window moment - Exploring how our village has changed and considering the effects these changes have had.</div> <div>LQ: Can I recount our trip around Landrake?</div> <div>LQ: Can I use my questions to interview someone about Landrake in the past?</div> <div>LQ: Can I summarise facts I have learnt?</div> <div>IMPACT</div> <div>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.</div>	<div>DT INTENT</div> <div>To apply understanding of food groups to create a healthy cereal.</div> <div>LQ: Can I research what makes a healthy cereal?</div> <div>LQ: Can I design a healthy cereal mixture?</div> <div>LQ: Can I evaluate the effectiveness of a cereal in releasing energy?</div> <div>LQ: Can I make a healthy cereal for an athlete (considering food groups).</div> <div>IMPACT</div> <div>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.</div>