

We Are Family

How can we share a gallery of what we love?

Class texts: Big Book of families/ Monkey Puzzle/ Gingerbread Man/ Big Bag of Worries

Killer Questions:

Curriculum focus: Art

Hook:

Science:

Autumn 1- Animals including humans (parts of the body)

S1.1k Identify, name, draw and label the basic parts of the human body

S1.1l Which part of the body is associated with each sense.

S1.1m Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Autumn 2- Seasonal Change

S1.2c Observe changes across the four seasons.

S1.2d Observe and describe weather associated with the seasons and how day length varies.

Thinking scientifically

S1.1a Ask simple questions and recognise that they can be answered in different ways

S1.1d Use their observations and ideas to suggest answers to questions

Geography

G1.1 b Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

G1.2c Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather.

G1.3a Identify geographical similarities and differences between two regions (e.g. a small area of the UK and a small area in a contrasting non-European country)

G1.3b Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop.

G1.4a Use world maps, atlases, and globes to identify and the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.

Diversity links:

-Consider where children live locally and allow opportunities to explore other places that they might have lived, or family may have lived or come from, and connecting this to world maps.

History

Sequencing life events

H1.1a Sequence and describe events in our own lives and beyond our living memory.

H1.2a Ask questions about what has happened in my own lifetime.

H1.2d Ask questions of sources (such as 'which are old?' 'Which are new?' 'What might this be used for?')

H1.2e Use evidence from written and visual sources to understand the past.

Diversity links:

-Exploring different family history – their own and others, link to PSHE, recognising that all families may be different but we are all the same.

DT

Art

Autumn and Spring- Create a gallery of childhood (toys, portraits, dolls, teddy bears)

A2.1a Record and explore ideas from first-hand observation or from experience and imagination*

A2.2a Know that different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen.

A2.2b Use a range of tools and media to experiment with line and shade.

A2.3a Know which primary colours mix to make secondary colours.

A2.5a Demonstrate a growing art vocabulary to enable them to talk about their work and share it with others*

A2.5b Listen to the views of others and respond to ideas to improve their work*

Diversity links:

-Explore family traditions through pictures, toys, dolls and toys, observe/sketch differences in styles, appearances (dolls, portraits). Ensure diverse range of portraits to observe and develop sketching skills.

Year Group Artist: Wassily Kandinsky

Computing	<p>C1.1a Recognise common uses of information technology beyond school.</p> <p>C1.1b to take photos.</p> <p>C1.4a Use technology safely and respectfully.</p> <p>C1.4b Keep personal information private.</p>
Music	M 1.1a, 1.2c, 1.3b, 1.4a, 1.4c,
PE	<p>Autumn 1- Dance</p> <p>P1.1a Copy, repeat and explore simple actions with basic control and coordination.</p> <p>P1.1b Explore, copy, remember and repeat simple actions with control and coordination.</p> <p>P1.2a Link actions in ways that suit the activities.</p> <p>P1.3a Describe and comment on their own and other actions.</p> <p>Autumn 2- Gymnastics</p> <p>P1.1a Copy, repeat and explore simple actions with basic control and coordination.</p> <p>P1.1b Explore, copy, remember and repeat simple actions with control and coordination.</p> <p>P1.3a Describe and comment on their own and other actions.</p> <p>P1.3b Talk about differences between their own and other performances and suggest improvements.</p>
PHSE/ RHE	<p>PSHE A1.1 I can describe a family as a safe place at home where people care for children and that some families are different.</p> <p>PSHE A1.2 I can describe happy relationships that I have with different family members.</p> <p>PSHE A1.3 I can show kindness to my friends and peers and do not exclude people when playing.</p> <p>PSHE A1.4 I can discuss what I might do to make up with a friend if we fall out.</p> <p>PSHE A1.5 I know what to do if a friendship is making me unhappy.</p> <p>PSHE A1.6 I can describe the importance of telling the truth.</p> <p>PSHE A1.7 I can identify when working together is important.</p> <p>PSHE A1.8 I show how to be polite and have good manners.</p> <p>PSHE A1.9 I can identify when someone has a different opinion to me and recognise that this is ok.</p> <p>PSHE A1.10 I can talk about behaviours that are unkind to others and the emotions that this may make them feel.</p> <p>PSHE A1.11 I can notice that friends online cannot always be seen in real life and that this might be a problem</p>
RE	<p>AUT 1 - What do Christians believe God is like?</p> <p>AUT 2 - Why does Christmas matter to Christians? How and why do we celebrate special times?</p>
French	

Helpful Heroes

How can we recognise heroes from our community?

Class texts:

Killer Questions:

Curriculum focus:	History
Hook:	
Science:	
Geography	
History	<p>Florence Nightingale 1820-1910. Sister Dora (local nun and nurse 1832-1878) H1.2b Ask questions about what has happened in a time period beyond our lifetime. H1.2c Start to ask how and why things might have happened in the past.</p> <p><u>Diversity links:</u> -Look at Mary Seacole and compare with Florence Nightingale --> Mary Seacole was actually declined in her application to train as a nurse due to the colour of her skin – and therefore went to the Crimean War as a volunteer https://www.maryseacoletrust.org.uk/learn-about-mary/</p>
DT	
Art	<p>Autumn and Spring A2.1a Record and explore ideas from first-hand observation or from experience and imagination* A2.2a Know that different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen. A2.2b Use a range of tools and media to experiment with line and shade. A2.3a Know which primary colours mix to make secondary colours. A2.5a Demonstrate a growing art vocabulary to enable them to talk about their work and share it with others* A2.5b Listen to the views of others and respond to ideas to improve their work*</p> <p><u>Diversity links:</u> -Look at Alma Woodsey Thomas, a Black expressionist artist and art teacher. Thomas is best known for her love of colour and pattern, most notably in stripes coined “Alma’s Stripes.” She was inspired by the Abstract Expressionist movement, Byzantine Mosaics, and pointillism. (Compare/ make links with Kandinsky – colour, circular shapes) https://nmwa.org/art/artists/alma-woodsey-thomas/</p> <p>Year Group Artist: Wassily Kandinsky</p>
Computing	<p>C1.2a Use technology purposefully to create digital content. C1.2d Use technology purposefully to retrieve content. C1.2b Use technology to organise and store content.</p>
Music	M1.1c, 1.2a, 1.2c, 1.2d, 1.2e, 1.2i, 1.3c, 1.4a, 1.5a
PE	<p>Spring 1- hand and foot co-ordination: P1.2d Change level, speed and direction. . P1.4a Link actions in ways that suit the activities. . P1.2b Begin to show understanding of simple tactics and basic compositional ideas. P1.2c Play a game following a simple set of rules.</p> <p>Spring 2- Strike and Field P1.1c Practice simple tactics for attacking and defending. P2.4a Understand why they need to warm up and cool down. P1.2b Begin to show understanding of simple tactics and basic compositional ideas.</p>
PHSE/ RHE	<p>Roles/ responsibility PSHE C1.1 I can discuss ‘trying my best’ and when this is good enough. PSHE C1.2 I can describe what values/ behaviours a person can show and what a role model is.</p> <p>Communities: PSHE C1.4 I can identify jobs in my community PSHE C1.5 I can describe what a community is.</p>

	<p>PSHE C1.6 I can describe ways in which we show thanks to others and help others. PSHE C1.7 I can describe how I have done something to help our community. PSHE C1.10 I can recognise different jobs that people do to earn money. PSHE C1.11 I can describe what I am like as a person that is different from someone else.</p> <p><u>Diversity links:</u> When teaching children about Role models, connection could be made to the work being done by the Football association and famous footballers (who many children may associate as heroes), including their work with the Charity 'Show Racism the Red Card'. https://youtu.be/3gyNWcWPj4Y</p>
RE	<p>SPR 1 - Holy places: where and how do Christians, Sikhs and Muslims worship? SPR 2 - Who celebrates what? How and where? Celebrations that matter in Sandwell (Christianity, Sikhism, Islam)</p>
French	

Feeling hot, hot, hot or cold, cold, cold.

How can we protect animals around the world?

Class texts:

Killer Questions:

Curriculum focus:	Science and DT
Hook:	
Science:	<p><u>Animals including humans.</u></p> <p>S1.1n Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>S1.1o Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>S1.1p Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>S1.1q Notice that animals, including humans, have offspring which grow into adults.</p> <p>S1.1r Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>
Geography	G1.2b identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
History	
DT	<p><u>Design and make a shelter for animals.</u></p> <p>D1.1a Use my own ideas and experiences to generate a design idea.</p> <p>D1.1b Generate ideas for a design based on other's ideas and experiences.</p> <p>D1.1c Decide who the product is for and how it might work.</p> <p>D.1.1d Create a simple plan of how to make my product</p> <p>D1.2a Describe how something works.</p> <p>D1.2b Describe how to join certain materials being used.</p> <p>D1.3a Choose appropriate materials and tools.</p> <p>D1.3b Explain my choice of materials and tools.</p> <p>D1.3c Cut out a range of materials.</p> <p>D1.3d Measure and mark when preparing to cut materials.</p> <p><u>Diversity links:</u></p> <p>When showing children existing products and designs that exist in the world, think about this through varied lenses...Who is the product for? Who does it help? Does this represent a diverse range of individuals and people in society?</p>
Art	<p>On-going art skills to be taught in sketchbooks.</p> <p style="background-color: yellow;">Link to Year Group Artist: Wassily Kandinsky</p>
Computing	<p>Coding:</p> <p>C1.3a Understand what algorithms are</p> <p>C1.3b Understand how algorithms run as programs on digital devices</p> <p>C1.3c Create and debug simple programs</p>
Music	M1.1b, 1.2b, 1.2c, 1.2g, 1.3b, 1.3c, 1.4d, 1.5a
PE	<p><u>Summer 1- Net and Wall</u></p> <p>P1.2c Play a game following a simple set of rules.</p> <p>P1.4a Link actions in ways that suit the activities.</p> <p>P1.3b Talk about differences between their own and other performances and suggest improvements.</p> <p><u>Athletics-</u></p> <p>P1.2a Link actions in ways that suit the activities.</p> <p>P2.4a Understand why they need to warm up and cool down.</p> <p>P1.3b Talk about differences between their own and other performances and suggest improvements.</p>
PHSE/ RHE	<p>PSHE B1.3 I can list a normal range of emotions (happiness, sadness, anger, fear, surprise)</p> <p>PSHE B1.4 I can show or express my emotions.</p> <p>PSHE B1.6 I can make positive choices about how to use the internet for learning and enjoyment.</p> <p>PSHE B1.7 I know what to do if I feel unsafe when using the internet.</p> <p>PSHE B1.8 I can name ways to be physically active each day and week.</p> <p>PSHE B1.9 I can describe what constitutes a healthy diet.</p> <p>PSHE B1.10 I can plan and prepare a healthy dish.</p>

	<p>PSHE B1.11 I know how I need to brush my teeth and keep myself clean and hygienic.</p> <p>PSHE B1.12 I can list the things that I need to help keep me well – good sleep, a healthy diet and access to medicine when needed.</p> <p>PSHE C1.3 I know why we have rules and the importance of following these in class or in school.</p> <p>PSHE C1.6 I can describe ways in which we show thanks to others and help others.</p> <p>PSHE C1.8 I can recognise money in coin and note form.</p>
RE	<p>SUM 1 - Beginning to Learn Sikhism: Part A: Stories of the Sikh Gurus.</p> <p>SUM 2 - Beginning to Learn Sikhism: Part B: The Gurdwara, a place to belong.</p>
French	