

My Place In Our World

Global Citizen	Our World	RE	Leadership	Self-Story
<p>Becoming a global citizen Explore ways in which people can make a difference both on their own and when they work together.</p> <p>History: Study events commemorated through festivals or anniversaries: Remembrance</p>	<p>Where am I in the world? Compare places in the UK – contrasting places still have similarities. Similar places still have differences. Geography: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small contrasting European country.</p>	<p>Why are some places special?</p>	<p>Leadership around us Understanding and appreciation of those of different faiths and beliefs – how does difference make our society richer?</p>	<p>My story Who am I? Who is important to me? Who am I important to?</p> <p>History: Learn about changes within living memory.</p>
		<p>Incarnation Why does Christmas matter to Christians?</p>		
		<p>How do we celebrate our journey through life?</p>	<p>What does it mean to be a loving leader? (The importance of caring about others views and feelings)</p>	
<p>Taking responsibility for the world (environment). Geography: Identify the locations of hot and cold areas of the world in relation to the equator and the north and south poles. Use world maps, atlases and globes to identify features.</p>	<p>Amazing places to visit and see on Earth. Seas and oceans Geography: Name and locate the world's five oceans.</p>	<p>Salvation Why does Easter matter to Christians? (<i>Understanding Christianity</i>)</p>	<p>Learning from Leaders Linked to their book/ topic, focus upon a Leader; one past, one present across the year. Link to the Becoming a Leader statement. History: Study the life of a significant individual in the past who has contributed to national and international achievements.</p>	<p>Learning from others Explore character in class picture book: Would I have acted/ reacted similarly? How are we alike?</p>
		<p>Why is our world special?</p>		
		<p>Gospel What is the good news that Jesus brings? (<i>Understanding Christianity</i>)</p>		

Understanding Today, Imagining Tomorrow

Science	Computing	Inventing
Plants Animals including humans Living things in their habitats Everyday materials	Beebots programming Learn to logon to Chromebooks. continue to write and draw on apps (Save and retrieve) Beebots programming Internet safety Hector	Becoming an inventor Can you invent something which fixes a problem for you? DT: Use the Double Diamond to... Design purposeful functional products based on design criteria. Make using a range of tools and equipment. Evaluate by writing about the product. <u>Design focus:</u> Communicate ideas through talking, drawing, templates and mock-ups. <u>Technical Knowledge:</u> Wheels and axles
Science statutory requirements During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the program of study content: <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 		Imagining Use lego/ construction to invent, adapt and evaluate through child-initiated activity. Learning from the experts Learn about an inventor that has impacted on you. History: Study the life of a significant individual in the past who has contributed to national and international achievements: Isombard Kingdom Brunel History: Study events beyond living memory that are significant nationally or globally: Great Fire of London (invention of fire brigade)

Making My Mark

2D Art	3D Art	Music	Self-Expression	Creative Thinking	
<p>Use of colour To learn how to lighten and darken colours using different media. Study a well-known artist to support.</p>	<p>Choose a focus based upon book/ topic: Animation Modelling / sculpture Collage Clay /Pottery Textiles Tapestry</p>	<p>Recorder lessons Music: Play tuned and untuned instruments musically</p>	<p>Children express themselves through self-initiated creative play and by verbalising their feelings, interests and desires.</p>	<p>Double Diamond Thinking Begin to use the second diamond to structure creative thinking for a range of purposes. Key steps, in order, are as follows: Think Big: generate a selection of possible outcomes. Sketch, play, test against different scenarios and evaluate. One Idea: Choose the best idea and work on it, reviewing and improving it until it is ready to share.</p>	
<p>Practical study Study the illustrations and illustrator in the focus book. Create own art using same techniques or intentions. Draw out use of colour.</p>		<p>Fortnightly lessons provided by Music specialist.</p>			<p>One topic per year to include a music element.</p>
		<p>Linked to topic of learning, study a musician or composer eg The Beatles or Vivaldi.</p>			<p>Music: Develop an understanding of the history of music. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>

Healthy Body, Healthy Mind

Mental Well-being	Resilience	Healthy Lifestyle	PE			
<p>Finding space to be Use stilling to connect to senses and explore yoga stretches</p>	<p>Developing Resilience Resilience in work – not giving up.</p>	<p>Give Acts of kindness rooted in empathy – class based</p>	<p>Games 2: 1.Circle games 2 and 3. Stuck in the Mud 4. Catch! 5 and 6. Racket skills 7 and 8 Feeding and fielding 9 and 10. Attacking and defending 11 and 12. Football skills Dance 2: Choose from list below, linked to topic</p>			
<p>Managing worries Butterfly (puppy) mind</p> <p><i>Guidance and resources will be provided.</i></p>	<p>Our Emotional Brain When do you feel (these) emotions? Strategies for managing these emotions.</p>	<p>Keep learning How do resilient learners react to mistakes and challenges?</p>	<p>Gymnastics 2: 1.Travelling in a space 2.Travelling and still shapes 3. Keep your balance! 4. Travelling and balancing 5. Forward rolls 6. Simple sequences 7 and 8. Sequences on apparatus 9 and 10. Partner work on apparatus 11 and 12. Exploring more apparatus Dance 2: Choose from list below, linked to topic</p>			
		<p>Healthy Eating DT: Create a healthy snack based on an understanding of the five main food groups.</p>	<p>Athletics 1: 1 and 2. Throwing 3 and 4. Running 5 and 6. Jumping</p> <table border="0"> <tr> <td data-bbox="1619 1262 1872 1497"> <p>Dance: Choose from: <i>The magic toys</i> <i>At the Seaside</i> <i>Animals</i> <i>Weather and Seasons</i> <i>Lifecycles</i></p> </td> <td data-bbox="1872 1262 2123 1497"> <p><i>Colours and Moods</i> <i>The Great Fire of London</i> <i>Puppets</i> <i>Ourselves – The Body</i> <i>The Sleigh Ride</i> <i>Pushes and Pulls</i> <i>Houses and homes</i></p> </td> </tr> </table>		<p>Dance: Choose from: <i>The magic toys</i> <i>At the Seaside</i> <i>Animals</i> <i>Weather and Seasons</i> <i>Lifecycles</i></p>	<p><i>Colours and Moods</i> <i>The Great Fire of London</i> <i>Puppets</i> <i>Ourselves – The Body</i> <i>The Sleigh Ride</i> <i>Pushes and Pulls</i> <i>Houses and homes</i></p>
<p>Dance: Choose from: <i>The magic toys</i> <i>At the Seaside</i> <i>Animals</i> <i>Weather and Seasons</i> <i>Lifecycles</i></p>	<p><i>Colours and Moods</i> <i>The Great Fire of London</i> <i>Puppets</i> <i>Ourselves – The Body</i> <i>The Sleigh Ride</i> <i>Pushes and Pulls</i> <i>Houses and homes</i></p>					