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| <div>  <div> <div>Class: Jackson (Year 1)</div> <div>Term: Spring 1</div> <div>Topic: What makes our school grounds special?</div> </div> </div> |                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                     |
| <div> <div>Launch Day:</div> <div>Trips/Visitors:</div> <div>Literacy topics/Guided Reading Book/Texts:</div> </div>                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                     |
|                                                                                                                                                                                                                                | Science                                                                                                                                                                                                                                                                                                                                                                                                                               | History | Geography                                                                                                                                                                                                                                                                | Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | DT  | Computing                                                                                                                                                                                                                                                                                                                                                                        | Music                                                   | RE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | PE                                                                  |
| Prior knowledge                                                                                                                                                                                                                | <u>Early Learning Goal:</u><br><u>Understanding the world:</u><br><b>The Natural World:</b><br>Explore the natural world around them, making observations and drawing pictures of animals and plants.                                                                                                                                                                                                                                 | N/A     | <u>Early Learning Goal:</u><br><u>Understanding the world:</u><br><b>People, Culture and Communities:</b><br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.                                     | See EYFS overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | N/A | EYFS focuses on computational skills                                                                                                                                                                                                                                                                                                                                             | See music curriculum map                                | <ul style="list-style-type: none"> <li>(EYFS) <b>Say how and when Christians like to thank their Creator</b></li> <li><b>Recall simply what happens at a traditional Christian festival (Christmas)</b></li> <li><b>Retell religious stories, making connections with personal experiences.</b></li> <li><b>Say why Easter is a special time for Christians</b></li> <li><b>Talk about some ways Christians remember these stories at Easter.</b></li> </ul>                                                                                                                                                                                                                                                                                | -                                                                   |
| <b>Knowledge</b><br><br><b>Ch need to observe the seasonal changes and changes in day length across the year, in preparation for the Summer 1 science focus.</b>                                                               | Key Question: What are the names of common plants and trees?<br><br>The children will know: <ul style="list-style-type: none"> <li>How to identify and name a variety of common wild and garden plants</li> <li><b>How to identify and describe the basic structure of a variety of common flowering plants</b></li> <li>How to identify different types of trees, including whether they are deciduous or evergreen trees</li> </ul> |         | Key Question:<br><br>The children will know: <ul style="list-style-type: none"> <li><b>Explain the difference between a human and physical feature.</b></li> <li>Explain the geography of green spaces.</li> <li>Identify green spaces in the school grounds.</li> </ul> | Key Question:<br><br>The children will know:<br><br><u>See art sequence of learning for individual lesson details.</u><br><br>Potential project idea – Botanical drawings of plants from the school grounds <ul style="list-style-type: none"> <li>What the term ‘botanical drawing’ means</li> <li>Know about some famous historical botanical artists - Maria Sibylla Merian (1647-1717), Elizabeth Blackwell (1707 - 1758), Georg Dionysius Ehret (1708-1770), Sydney Parkinson (1745 - 1771), Franz Bauer (1758-1840), Pierre-Joseph Redouté (1759 - 1840), Ferdinand Bauer (1760-1826), Marianne North</li> </ul> |     | Key Question:<br><br>The children will know: <ul style="list-style-type: none"> <li><b>Moving a robot</b></li> <li><b>The meaning of key vocabulary such as algorithm, decomposition and abstraction</b></li> <li>What a given command will do</li> <li><b>How to plan and input a simple program</b></li> <li><b>How to find more than one solution to a problem</b></li> </ul> | See music curriculum map<br><br>The children will know: | Judaism<br>Key Question: 1.7 Who is Jewish and how do they live?<br><br><b>This unit is split across the Spring term.</b><br><br>Children will be able to:<br><br><b>Make sense of belief:</b> <ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> </ul> <b>Understand the impact:</b> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God</li> </ul> | <a href="https://peplanning.org.uk/">https://peplanning.org.uk/</a> |

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|               |                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                      | <p>(1830-1890)<br/><a href="https://www.botanic.alartandartists.com/">https://www.botanic.alartandartists.com/</a></p> <ul style="list-style-type: none"><li>• Know what different language around line drawings means</li><li>• How to look after materials and tools for painting</li><li>• What outcomes will come from mixing different paints</li><li>• What a primary colour is and why this is important for mixing tones</li></ul>                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                |                           | <p>found in the stories and how people live</p> <ul style="list-style-type: none"><li>• Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat)</li></ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"><li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li><li>• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li></ul> |                                                                                                                                                                                                                                                                     |
| <b>Skills</b> | Children will be able to: <ul style="list-style-type: none"><li>• Ask simple <b>questions</b> and recognise that they can be answered in different ways</li><li>• <b>Observe</b> closely using different equipment</li><li>• Perform simple <b>tests</b></li><li>• <b>Identify and classify</b></li><li>• <b>Use their observations</b> and ideas to suggest answers to questions</li></ul> |  | Children will be able to: <ul style="list-style-type: none"><li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds</li><li>• Make simple maps and plans e.g pictorial place in a story.</li><li>• Use simple locational and directional language (near, far, left, right) to describe location of features and routes.</li></ul> | Children will be able to: <p><b>Drawing</b></p> <ul style="list-style-type: none"><li>• Use a range of mark styles</li><li>• Hold a pencil in different ways to produce a required outcome</li><li>• Use close observational skills to make detailed drawings of a subject</li><li>• Use other botanical illustrator's work as a basis for observational drawing from photographs, plants and flowers</li></ul> <p><b>Painting</b></p> <ul style="list-style-type: none"><li>• Look after tools and materials carefully</li><li>• Mix paints to create new colours or tones</li><li>• Use small brushes to add colour to a drawing</li></ul> <ul style="list-style-type: none"><li>• Critique their own piece of learning to see what they are pleased with or would try to improve next time</li></ul> |  | Children will be able to: <ul style="list-style-type: none"><li>• Decompose a route into smaller steps</li><li>• Visualise a series of commands</li><li>• <b>Apply decomposition and abstraction to include the most relevant commands</b></li><li>• <b>Predict the outcome of a set of instructions</b></li><li>• <b>Choose the order of commands in a sequence</b></li><li>• Check for errors and debug any issues</li></ul> | Children will be able to: | Children will be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Children will be able to: <ul style="list-style-type: none"><li>• I can begin to order instructions, movements and skills.</li><li>• I can explain why someone is performing well.</li><li>• I can recognise similarities and differences in performance.</li></ul> |

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| Components<br>(teaching sequence) | <ul style="list-style-type: none"><li>I can</li></ul> <p>Topic outcome:</p> |  | <ul style="list-style-type: none"><li>I can identify the human and physical features within the school grounds.</li><li>I can identify the green spaces within school.</li><li>I can explain what different symbols mean and identify them on a map.</li><li>I can create a map with symbols.</li><li>I can use simple locational and directional language (near, far, left, right) to describe location of features and routes.</li></ul> <p>Topic outcome:<br/>Children will create a map with symbols to show where the green spaces are within school.</p> |  |  | <ul style="list-style-type: none"><li>I can program a bee bot.</li><li>I can plot a route.</li><li>I can plot more complicated algorithms with more than 5 steps.</li><li>I can identify and debug algorithms.</li></ul> <p>Topic outcome:<br/>Children will program their Beebots to move around a map of the school grounds</p> | <ul style="list-style-type: none"><li>I can</li></ul> <p>Topic outcome:</p> | <ul style="list-style-type: none"><li>I can</li></ul> <p>Topic outcome:</p> |  |
| Key Vocabulary                    |                                                                             |  | Green spaces<br>Map<br>Identify<br>Fields<br>Grass<br>Trees<br>Soil<br>Symbol<br>Directional language (near, far, left, right)<br>Human features: buildings, pavements, lamp posts etc<br>Physical features: trees, vegetation                                                                                                                                                                                                                                                                                                                                 |  |  | BeeBot<br>Programming<br>Algorithm<br>Debug<br>Instructions<br>Navigate<br>Destination                                                                                                                                                                                                                                            | Pulse<br>Rhythm<br>Beat<br>Tempo<br>Rap                                     |                                                                             |  |