



Everybody Excelling, Every Day. No Excuses!

<b>Theme Title:</b> <b><u>Living together in my school/my local area</u></b>			<b>Year group: 1</b>  <b>Term: Autumn 1</b>
<b>Hook</b>	<b>Explore</b>	<b>Excite</b>	<b>Celebrate</b>
Me and my family – past and present family photos, invite family members in	Trip around the local area – humanities and science	Trip on local transport to a London landmark.	Black History month celebration

**Core subjects: Theme Content**

**By the end of this unit the children will be able to...**

Science	Everyday materials -distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties. I can tell you the differences between objects and what they are made from. I can tell you the names of some materials. I can tell you some about the properties of some everyday materials. I can group together materials by their features.
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**Foundation: Theme Content / Foundation: Links to National Curriculum**

PSHE	<u>Values of the school, Relationships and communication</u> Feelings To recognise and communicate feelings to others Responses To recognise and communicate feelings to others
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	<p>To listen to, reflect on and respect other people's views and feelings</p> <p>Opinions</p> <p>To understand that it is important to share their opinions and to be able to explain their views</p> <p>To learn to listen to other people and play and work co-operatively</p> <p>Rules / Expectations</p> <p>To understand the reason why we have rules</p> <p>To learn about rules as expectations</p> <p>To understand to agree and follow rules for their group and classroom</p> <p>To understand the why we have rules / expectations</p> <p>To learn about how they can contribute to the life of the class</p> <p>To suggest rules that would improve things for the common good</p> <p>Taking Turns</p> <p>To understand why it is important to be able to take turns</p> <p>To agree and follow rules for a collaborative game</p> <p>To take turns and share as appropriate</p> <p>Our School</p> <p>To understand their role in the class community</p> <p>To know how to contribute to the life of the classroom</p>
Humanities	<p><b><u>Was life in our local area/school always like this?</u></b></p> <p><b><u>Changes in living memory – childhood now and then</u></b></p> <p><b>Why is our local area like this? (geographically)</b></p> <p><b>Who has lived here and why?</b></p> <p><b>Why is this place special?</b></p> <p><b>How has this place changed?</b></p> <p><b>What do local people think about our area?</b></p> <p>I can make a simple time line</p> <p>I can use words and phrases that relate to the passage of time (past, then, now)</p> <p>I can understand simple chronology</p> <p>I can draw a simple plan view.</p> <p>I can record my understanding of the past in different ways, such as</p> <ul style="list-style-type: none"> <li>*writing</li> <li>* drawing and labelling</li> <li>* painting and collage</li> <li>* drama</li> </ul> <p>I can find out about life in the past by looking at</p> <ul style="list-style-type: none"> <li>*stories</li> </ul>

	<p>*pictures or photographs *DVDs</p> <p>I can use topic words that are linked to the history I am studying I can ask and answer questions about the past I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map I can use first hand observation and fieldwork to describe the human and physical geography of the local area.</p>
RE	<p><b>How and why do people celebrate harvest? (Including Sukkot) Christian harvest and Sukkot</b></p> <p>I can explore how traditions of Christian harvest festival express beliefs God as creator eg. thankfulness/sharing I can explore some of the ways in which children learn about their faith by growing up in a Christian home eg. singing/praying I can explore how belonging to the Christian family means living in the way Jesus taught eg. caring for those in need and the poor I can explore how Christian songs/prayers express beliefs about God I can explore extracts from the Tenakh which teach Jews that there is one God who created the world I can explore stories and extracts which remind Jews to love God and keep his commandments I can explore how Jewish children learn about God and their Jewish identity in the home, eg. festival celebrations, daily observance I can explore how family and the home help children understand how to live as good Jews I can explore how food/story-telling/songs and games at festivals express the religious history/belief of Jewish people I can explore how symbols and objects in the home remind about the presence of God and the history of Jewish people</p>
Arts– Drop Down	<p><b>Black History month - Hair</b></p>
PE	<p>S.A.Q</p> <p>Can travel on the balls of their feet though SAQ equipment. Can change direction with good balance. Can complete equipment without stopping. Can complete most SAQ ladder drills. Can show own ideas when travelling through SAQ ladders. Meets these</p> <p>Gymnastics- Bouncing, Jumping and Landing I can do jumping actions and stay still when required. I can land safely and with control. I can share the space and apparatus safely.</p>

Computing	<p><b>Make a leaflet or poster about London</b>  <b>Resources: Purple Mash (London Leaflet) / Word)</b>  <b>Understanding Technology</b>  What do we already know about London?  How can we find out more?  How do computers help us find out information?  How do we get online?  How do I use a browser and a search engine?  <b>Digital Literacy</b>  What is my school username and password  How can computers help us to present our findings?  What are the advantages/disadvantages of using a computer to make a poster in comparison to making it by hand?  Where do I save my work so I can find it again?  <b>Online Safety</b>  Why do I need a username and password?  How can we stay safe online, what are our school rules?  What should we do if we see something that upsets us?</p>
MFL	<p>I can respond to a variety of known and new songs with gestures to show understanding.  I can count to 10 in Spanish.</p>