



Everybody Excelling, Every Day. No Excuses!

<b>Theme Title:</b> <u><b>African/Asian adventure</b></u>			<b>Year group: 1</b>  <b>Term: Autumn 2</b>
<b>Hook</b>	<b>Explore</b>	<b>Excite</b>	<b>Celebrate</b>
Invite parents in to speak about their own memories or what they know about their home countries	Trip to local park – plant and season watch Science	Make African/Asian pastries, breads or cakes. (Humanities)	Winter Fair

**Core subjects: Theme Content**

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

Science	<b>Seasonal changes</b> <ul style="list-style-type: none"> <li>- observe changes across the four seasons</li> <li>- observe and describe weather associated with the seasons and how day length varies.</li> </ul> <b>identify and name a variety of common wild and garden plants, including deciduous</b> I can name 5 trees in local green areas. I can tell you the difference between annual/evergreen plants and deciduous plants/trees. I can name some common, wild and garden plants. I can tell you about what is different about each season. (Winter) I can tell you about the kind of weather we get in each season. (Winter) I can tell you about how the length of the day changes in each season. (Winter)
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**Foundation: Theme Content / Foundation: Links to National Curriculum**

PSHE	<u>Kindness and Friendship – Anti-bullying Month</u> Definition To learn about bullies and bullying behaviour To understand the difference between impulsive and considered behaviour
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	<p>Unkindness  To understand that name-calling is hurtful and avoidable  To recognise how their behaviour affects other people  Behaviour  To understand what is and what is not bullying behaviour  To understand the difference between impulsive and considered behaviour  To recognise the difference between good and bad choices  Fair and Unfair  To recognise what is fair and unfair  To learn to take part in discussions with the whole class  Comparisons  To learn about others  To reflect on the similarities and differences between people  To recognise and respect similarities and differences between people  Behaviour  To understand that family and friends should care for each other  To recognise how their behaviour affects other people  To recognise how their behaviour and that of others may influence people both positively and negatively  Friendship  To learn how to develop positive relationships with peers  To identify different relationships that they have and why these are important  To understand the importance of making friends  To identify and respect the differences and similarities between people  To develop positive relationships through work and play</p>
Humanities	<p><b><u>How is this place different to my place?</u></b>  <b><u>UK contrast with non-European country Africa - Kenya focus</u></b>  <b>Where is this place?</b>  <b>What do you expect this place to be like?</b>  <b>What is this place actually like?</b>  <b>What made this place as it is? (human and physical features)</b>  <b>What journeys do people make here?</b>  <b>Why do people visit this place?</b>  <b>Who lives here and why?</b>  <b>Can the environment be improved? How?</b>  <b>What jobs do people do here?</b>  <b>What do people do in their spare time?</b></p>

	<p><b>What links does this place have with other places?</b>  <b>How is this place changing?</b>  <b>What issues affect people who live there?</b>  <b>What would it feel like to be in this place?</b>  <b>Why is this place special?</b>  <b>(Awra Amba experience)</b></p> <p>I can ask and answer questions about places, such as: What is this place like? What or who will I see? What do people do in this place? (weather, human and physical features, foods, cultures, music)  I can describe places I have seen in a fiction or non-fiction book or on a DVD.  I can talk about how people in different places or countries live their lives  I can use books, pictures, DVDs and websites to find out about places</p>
RE	<p><b>How and why do Christians celebrate Christmas?</b></p> <p>I can explore Bible stories of the birth of Jesus which teach the Christian belief that Jesus is God's Son  I can explore how Christian traditions at Advent and Christmas re-tell the birth of Jesus and teach Christians about God and Jesus Christ  I can explore how Christian songs and prayers, pictures and icons re-tell events from the life of Jesus and express beliefs about God  I can explore how the symbols of light, used by Christians at Advent and Christmas, express their belief that Jesus is the light of the world</p>
Arts– Drop Down	<p><b>Winter Fair</b>  Mixed focus – Art, Music, DT</p>
PE	<p>Dance</p> <p>I can respond to different stimuli (stories, poetry, music, and event) with a range of actions.  I can copy and explore basic body actions.  I can copy simple movement patterns</p> <p>Games-</p> <p>Ball Skills</p> <p>I can show control and accuracy when I roll and throw the ball  I can watch the ball carefully and get in line with it  I can be still and move to aim into a target  I can recognise where the space is and use it to beat my opponent  I know where to stand o make it difficult for my opponent to score points</p>
Computing	<p><b>Journey Programming</b>  <b>Resources: Beebots, Purple Mash, Scratch</b></p>

	<p><b>Understanding Technology</b></p> <p>What machines do we have at home?  How do they work/know what to do?  What machines can we find at school? • What kind of instructions can we give a machine?  Have you ever thought about who writes computer programmes?  How do you think that familiar objects work, such as washing machine, microwave?</p> <p><b>Digital Literacy</b></p> <p>What is an algorithm?  What instructions will your Beebot need to get to the treasure?  Did your Beebot go where you wanted?  How could you change your instructions to make your Beebot go somewhere different?  Did your programme do what you expected? How could you check the instructions?  Can you work with your partner to check the instructions (the algorithm) for mistakes?</p>
MFL	I can respond to a variety of known and new songs (Christmas) with gestures to show understanding.