

Theme 1 Discover

KEY CONCEPTS:

Belonging, community, friendship, care, responsibility, rights, belief

Key Foundation Subject		PSHE	RE
<p>History : Castles, Kings and Queens, Guy Fawkes</p> <p>Historical Enquiry : <i>How was life different for communities in medieval times to communities today?</i></p> <p>Connection to concepts:</p> <ul style="list-style-type: none">• The rights and responsibilities in castle life• What did it mean to belong to a kingdom?• Remembrance Day – why did soldiers go to fight? How did this affect communities?		<p>PSHE: Establishing rights and responsibilities, classroom charters. Supporting new friendships and conflict resolution expectations for the year. Behaviour for learning and how to keep safe.</p> <p>Connection to Concepts:</p> <ul style="list-style-type: none">• H11, 12,13,14,15,17,18,19,20- recognising and naming feelings, understanding own and others feelings, describing feelings, strategies to manage feelings• H28, 33, 34 & 35- Know how to keep ourselves safe, recognise the people whose job it is to keep us safe, basic rules of keeping safe online• R6,7,8 & 9- how people make friends, what makes a good friendship, how to recognise when someone is lonely and what to do, simple strategies to resolve arguments, how to ask for help if a friendship makes them unhappy <p>(PSHE Progression Map KS1)</p>	<p>RE: How do we show we care for others? Why does it matter?</p> <p>Connection to Concepts:</p> <ul style="list-style-type: none">• Belonging to a community• Caring for others• Having your own beliefs and respecting others beliefs if they are different to yours
<p>Science</p> <p>Knowledge Rich</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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. <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Ask simple questions when prompted• Make relevant observations• Conduct simple tests with support- set up a fair test• With prompting suggest how things could be recorded-use scientific vocabulary• Gather and record data• Recognise findings-notice similarities and differences	<p>History</p> <p>Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Events beyond living memory that are significant nationally or globally e.g. The Gunpowder Plot• The lives of significant individuals in the past who have contributed to national and international achievements.• Compare aspects of life in different periods <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Develop an awareness of the past• Recognises the differences between past and present in their own and others lives• Find answers to simple questions about the past from sources of information e.g. artifacts• Communicate their knowledge through: discussions, drawing pictures, drama or role play, making models and writing	<p>Design & Technology</p> <p>Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology• To build structures, exploring how they can be made stronger, stiffer and more stable <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Think of their own ideas• Explain what they are making and why• Choose suitable materials to use and explain their choices• Talk about their work linking it to what they were asked to do• To describe differences in materials	<p>RE</p> <p>How do we show care for others? Why does it matter?</p> <p>Festivals and Celebrations</p> <p>Knowledge Rich</p> <p>Pupils will be taught:</p> <ul style="list-style-type: none">• About their uniqueness as a person in a family or a community• About examples of caring for others and exploring characteristics such as goodness, kindness, generosity and sharing.• Hear and consider religious teachings and stories.• learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat.• about the songs, worship, celebrations, stories, artefacts and food. <p>Skills Based</p> <p>Pupils will be taught:</p> <ul style="list-style-type: none">• recall features of religious, spiritual and moral stories and other forms of religious expression.• recount outlines of some religious stories

<ul style="list-style-type: none">Identify and clasify			<ul style="list-style-type: none">recognise features of religious life and practiceidentify aspects of own experience and feelings, in religious material studiedrecognise and name features of religions and beliefsidentify what they find interesting and puzzling in life
	<p>Computing</p> <p>Knowledge Rich</p> <p>Pupils will be taught to: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Use technology safely and respectfully - The child can keep themselves safe while using digital technology.Keep personal information private - The child can understand that information on the internet can be seen by others.Identify where to go for help and support when they have concerns about content or contact online - The child can understand what to do if they see disturbing content online at home or at school.	<p>Physical Education</p> <p>Knowledge Rich</p> <p>Pupils will be taught to: perform dances using simple movement patterns.</p> <p>Skills Based</p> <p>Pupils will be taught to: Respond appropriately to a variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo</p>	