

<h2 style="margin: 0;">Theme 2</h2> <h3 style="margin: 0;">Explore</h3>
<h2 style="margin: 0;">KEY CONCEPTS:</h2> <h1 style="margin: 0;">Sustainability, Dreams, Strength, Failure, individuality</h1>

Key Foundation Subject		PSHE	RE
Geography and Design Technology: Space , Polar explorers – animals, Under the Sea (continents and oceans and animals), Pirates, Toton Geographical Enquiry: Connection to concepts: <ul style="list-style-type: none"> Sustainability – oceans Dreams – explorers reaching their goals Strength- individuals physical and mental strength to reach their goals Failure – decision making and problem solving, explorers failing expeditions but trying again and succeeding Individuality- Christopher Columbus, Neil Armstrong, Robert Falcon Scott, Sir Ernest Shackleton 		PSHE: Ourselves, growing and changing, Respecting Self and Others, Communities, Economic wellbeing:Aspirations, work and career Connection to Concepts: <ul style="list-style-type: none"> H21: To recognise what makes them special H22: To recognise the ways in which we are all unique L14: That everyone has different strengths L17: About some of the strengths and interests someone might need to do different jobs R3: About different types of families including those that might be different to their own R24: To recognise the ways in which they are the same and different to others (PSHE Progression Map KS1)	RE: In What Ways are synagogues and churches important to believers? Festivals and Celebrations Connection to Concepts: Individuality - how religions shape our individual identity, similarities and differences within religions Christianity and Judaism Dreams - spirituality
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Observe and describe how day length varies Observe and talk about changes in the weather Observe changes across the four seasons <p style="text-align: center;">Skills Based</p> <ul style="list-style-type: none"> Ask simple questions when prompted Conduct simple tests with support Use scientific vocabulary Use observations to suggest answers to questions Use writing frameworks to write sentences about their findings 	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Understand how some places are linked to other places eg roads, railways Name and locate 3 of the world’s seven continents Name and locate the 4 countries of the UK Identify characteristics of the 4 countries and name capital cities of the UK Describe seasonal and daily weather changes <p style="text-align: center;">Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Use maps, globes and atlases to identify the UK and its countries 	<p style="text-align: center;">Art</p> <p style="text-align: center;">Knowledge Rich</p> <p>Pupils will be taught to:</p> <p style="text-align: center;">Skills Based</p> <p>Pupils will be taught to:</p> <p>Drawing:</p> <ul style="list-style-type: none"> Draw with a variety of tools Draw with lines of different shapes and thickness Use a sketchbook to gather and collect artwork <p>3D:</p> <ul style="list-style-type: none"> Manipulate clay in a variety of ways Explore sculpture with a range of malleable media Explore shape and form Add texture using tools <p>Painting:</p> <ul style="list-style-type: none"> Use a variety of tools and techniques inc the use of different brush sizes and techniques Mix secondary colours including shades Work on different scales 	<p style="text-align: center;">RE</p> <p style="text-align: center;">In What Ways are synagogues and churches important to believers? Festivals and Celebrations</p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> from visiting and studying churches and synagogues about the use of a place of worship about worship at ae church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there about weddings in Jewish and Christian holy buildings. 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 style="text-align: center;">Skills Based</p> <ul style="list-style-type: none"> recognise symbols and other forms of religious expression recognise some religious symbols and words recognise features of religious life and practice

		<ul style="list-style-type: none">• Use different types of paint• Paint a picture of something they can see	<ul style="list-style-type: none">• identify aspects of own experience and feelings, in religious material studied• recognise and name features of religions and beliefs• identify what they find interesting and puzzling in life
<p>Design Technology</p> <p>Knowledge Rich</p> <p>Pupils will be taught to:</p> <p>Skills Based</p> <p>Pupils will be taught to:</p> <p>Design:</p> <ul style="list-style-type: none">• I can explain what I want to do and how my product will work• I can describe my design using pictures <p>Make:</p> <ul style="list-style-type: none">• I can select tools and equipment to cut, shape, join• I can choose suitable materials and explain my choices <p>Evaluate:</p> <ul style="list-style-type: none">• I can talk about my work, linking it to what I was asked to do, telling others why I did it the way I did and how it could be improved	<p>Computing</p> <p>Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Understand what algorithms are• Understand how algorithms are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Create and debug simple programs• Give a sequence of instructions to a floor turtle• Use logical reasoning to predict the behaviour of simple programs• Explain what they think a program will do.	<p>Physical Education</p> <p>Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Perform basic gymnastic actions like traveling, rolling and jumping• Copy and repeat simple skills <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• understand how to exercise and describe how their bodies feel during different activities.• Manage the space safely, showing good awareness of each other, mats and apparatus• They can talk about differences between their own and others’ performance and suggest improvements	<p>Music</p> <p>Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Use their voices expressively and creatively by singing songs and speaking chants and rhymes• Listen with concentration and understanding to a range of high quality live and recorded music• Play tuned and untuned instruments musically <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Use voices in different ways such as speaking, singing and chanting• To create and choose sounds• To perform simple rhythmical patterns, beginning to show an awareness of pulse.• To identify and organise sounds using simple criteria e.g. loud, soft, high low.• To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.• To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.