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| **Theme 1****Discover** |
| **KEY CONCEPTS:** **Belonging, community, friendship, care, responsibility, rights, belief** |

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| **Key Foundation Subject** | **PSHE** | **RE** |
| **History : Castles, Kings and Queens, Guy Fawkes****Historical Enquiry : *How was life different for communities in medieval times to communities today?*****Connection to concepts:*** The rights and responsibilities in castle life
* What did it mean to belong to a kingdom?
* Rememberance Day – why did soldiers go to fight? How did this affect communities?
 | **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.** **Connection to Concepts:*** 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

(PSHE Progression Map KS1) | **RE: How do we show we care for others? Why does it matter?****Connection to Concepts:*** Belonging to a community
* Caring for others
* Having your own beliefs and respecting others beliefs if they are different to yours

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| **Science****Knowledge Rich**Pupils should be taught to: * 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.

**Skills Based**Pupils will be taught to:* 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
* Identify and clasify
 | **History****Knowledge Rich**Pupils will be taught to:* 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

**Skills Based**Pupils will be taught to:* 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
 | **Design & Technology****Knowledge Rich**Pupils will be taught to:* 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

**Skills Based**Pupils will be taught to:* 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
 | **RE****How do we show care for others? Why does it matter?****Festivals and Celebrations****Knowledge Rich**Pupils will be taught:* 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.

**Skills Based**Pupils will be taught:* recall features of religious, spiritual and moral stories and other forms of religious expression.
* recount outlines of some religious stories
* recognise features of religious life and practice
* 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
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|  | **Computing****Knowledge Rich**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.**Skills Based**Pupils will be taught to:* 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.**
 | **Physical Education****Knowledge Rich**Pupils will be taught to:perform dances using simple movement patterns.**Skills Based**Pupils will be taught to:Respond appropriately to a variety of stimuli through movementMove 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 expressionUse own ideas to sequence dance Sequence and remember a short danceShow the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo |  |