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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 | |
| **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 |
|  | **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 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 | |  |