











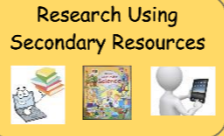









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| <b>Class: Y1 Seedlings</b> | <b>Term:</b> Spring 1<br><b>Curriculum theme:</b> Animal Allsorts<br><b>Curriculum driver:</b> Geography<br><b>Value:</b> Tolerance  |   |  |  |  |  |   |   |
| <b>Locality</b>            |  | <b>Engaging</b>   |  |  | <b>Ambitious and aspirational</b>  |  | <b>Purposeful</b>   |   |
| <b>Subject</b>             | <b>Intent and links to previous learning</b>   | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>   | <b>5</b>   | <b>6</b>  | <b>Outcome/Composite</b>  |
| <b>Geography</b>           | <p><u>Intent:</u> children will develop their understanding of the UK, including the four countries, seas and capital cities. They will understand where they live and compare it to other areas in the UK.</p> <p><b>Enquiry Question:</b><br/> <b>What is it like in the United Kingdom?</b></p> | <p><b>Where is the United Kingdom?</b></p>  <p>To be able to locate the United Kingdom on a map.</p> <p>To be able to name the four countries in the United Kingdom.</p>     | <p><b>What is a sea and which ones surround the United Kingdom?</b></p>  <p>To be able to name the seas which surround the United Kingdom.</p>   | <p><b>Which countries are found in the United Kingdom and what are they like?</b></p>  <p>To be able to name the four countries in the United Kingdom.</p>        | <p><b>What is the difference between human and physical features?</b></p> <p><b>What are the human and physical features and landmarks in one of the capital cities?</b></p>   <p>To understand the difference between human and physical features.</p> <p>To be able to describe the human and physical features and key landmarks of a capital city.</p> | <p><b>What is it like to live in one of the capital cities of the UK?</b></p>  <p>To be able to describe the key landmarks and features of Edinburgh.</p>   | <p><b>What are the UK's capital cities like?</b></p>    <p>To be able to describe and compare the UK's capital cities.</p> | <p>Children will be able to locate the United Kingdom and its four countries on a map. They will be able to name the four countries and surrounding seas. They will be able to describe the physical and human features and key landmarks of the UK's capital cities.</p>   |
| <b>Science</b>             | <p><u>Intent:</u> Children will develop their understanding of common animals including humans.</p> <p><u>Animal Allsorts:</u></p>   | <p>To be able to identify and name a variety of common animals; including fish, amphibians, reptiles, birds and mammals.</p> <p>Identifying, Classifying and Grouping</p>  | <p>To be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identifying, Classifying and Grouping</p>  | <p>To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Identifying, Classifying and Grouping</p>  | <p>To be able to research and present information about a common animal.</p> <p>Research Using Secondary Resources</p>    | <p>To be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Identifying, Classifying and Grouping</p>  | <p><b>TAPS – Animal Classification</b></p> <p>To be able to classify common animals in a range of ways.</p> <p>Identifying, Classifying and Grouping</p>   | <p>Children will be able to identify, name and classify a variety of common animals. They will be able to describe the structure of different animals, and classify them into type of animal and what they will eat. They will be able to identify the basic parts of the human body and which senses are connected to which body part.</p> |

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| <b>Computing</b>      | <u>Programming: Moving a Robot</u><br><br><u>Intent:</u> children will be able to understand and use algorithms to plan a program.               | To understand what a command will do.  | To be able to act out a given word.   | To be able to combine forwards and backwards commands to make a sequence.   | To be able to combine of our direction commands to make a sequence.   | To be able to plan a simple program.   | To be able to find more than one solution to a problem.          | Children will be able to create a simple programme using commands to make a sequence.   |
| <b>Art</b>            | <u>Intent:</u> To create a 3D sculpture inspired by birds<br><br><u>3D Sculpture (Birds)</u><br><br><u>Artist:</u> Andrea Butler                 | To be able to write a fact about an artist.  | To be able to experiment with a variety of drawing materials to make marks that describe what I can see (birds)   | To be able to draw a feather from observation.  | To be able to fold, tear, crumple and collage paper to transform it from 2d to 3d.  | To be able to use a variety of materials to make a 3d sculpture of a bird that can stand.  | To be able to share my opinion about my work and what went well. | Children will create a 3D sculpture of a bird, using their observational drawing, mark making and artist study to inform their project.   |
| <b>PE &amp; Sport</b> | <u>Real Dance</u><br><br><u>Intent:</u> Children will learn to move their bodies in different ways to create a dance                             | Shapes - Solo  | Artistry and Musicality   | Partnering Shapes   | Circles – turning, jumping and moving   | Artistry - abstraction   | Artistry – making movement patterns                              | Children will create a dance using a range of creative and artistic choices for how to move their bodies.   |
| <b>Music</b>          | <u>Intent:</u><br>To understand and explore pitch.   | To understand the term pitch as high and low sounds. To be able to make high and low vocal sounds. To be able to relate pitch to high and low body posture.          |   | To understand pitch by singing a song with contrasting high and low melodies. To be able to identify and play high and low pitches using percussion instruments.  |   | To be able to explore and develop an understanding of pitch using the voice and body movements. To be able to recognise and perform pitch changes and contrasts.   |  | Children will develop and understanding of pitch and how they can change the pitch when performing using their voice and body.  |
| <b>RE</b>             | <u>Intent:</u> to understand what Christians believe about God.<br><br><b>Christianity</b><br><br><b>What do Christians believe God is like?</b> | <b>What is a parable?</b><br><br><br><br>To be able to explain what parable means | <b>What do stories teach Christians about God?</b><br><br><br><br>To be able to simply retell the story of the Lost Son from the Bible and explain what Christians might understand about what God is like from this story. | <b>Why is forgiveness important to Christians?</b><br><br><br><br>To be able to show understanding of ways in which Christians show their belief in God as loving and forgiving. | <b>What is a prayer?</b><br><br><br><br>To be able to discuss the four main types of prayer. | <b>How do Christians show their beliefs?</b><br><br><br><br>To be able to identify how Christians put their beliefs into practice in worship. |  | Children will demonstrate an understanding of what Christians believe about God, and how this impacts the way a Christian lives their life. They will make connections to their own lives.    |
| <b>RHE</b>            | <u>Caring and Responsibility</u><br><br>Intent: Children will be able to identify who their special people are and how they keep us safe         | <b>My Special People</b><br><br>To be able to describe one of our special people and say why that person is important.   | <b>How our special people care for us</b><br><br>To be able to describe the ways that our special people care for us and keep us safe.  | <b>Keeping Safe</b><br><br>To be able to describe some ways to keep ourselves and other people safe.  |   |  |  | Children will learn about who is special to us and how special people keep us safe. They will understand the importance of rules to keep them safe, and how to ask for help from safe people. |
| <b>Natterhub</b>      | <u>Using devices safely</u><br><br>Intent: Children will understand how to be safe online.   |  |   | <b>My Wonderful Work</b><br><br>To understand that we have ownership of the work we create.   | <b>My Online Profile</b><br><br>To understand what an online profile is.  |  |  | Children will develop their understanding of online profiles and how to stay safe online.   |

**Reading Opportunities**

