

Year 1 Unit of Learning – Autumn 1

<p>Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p>Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p>Rhapsody in Blue Central Idea Journeys across the sea bring discovery and adventure. Adventures at Sea</p>	<p>Guiding Questions What is a good journey? How do journeys affect people's lives? How do people use the sea?</p>	
<p>Computing I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private. I can recognise common uses of information technology beyond school. Specific foci for unit: See South Rise Computing Curriculum Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<p>Core Texts/ Visits <i>Captain Flinn and the Pirate Dinosaurs</i></p> <p>Suggested visit: National Maritime Museum: World traders, Pirates</p>	<p>Religious Education Greenwich Windows on Faith Hinduism 1, Diwali Unit 1 Key Questions What understanding do Hindus have about God? What do stories at Diwali explain about God? What is the role of a Hindu temple in a Hindu's life? Hindus believe in one God Represented through different names and forms e.g. Rama Ganesh, Hanuman, Lakshmi God has visited earth at different times in different forms to help people: Rama; stories on the theme of good and evil connected to Rama and Sita recalled at Diwali; Stories are found in the Ramayana Worship at Diwali The Hindu Mandir, respect shown by sitting on the floor, the shrine, the Aarti ceremony, Puja.</p>	<p>PHSE Link to Values I can identify things I like about myself and set simple goals linked to this. I agree and follow rules in the classroom I recognise the choices. I make and know the difference between right and wrong.</p>
<p>Physical Education Knowledge and Skills Games Unit 2 – Throwing and catching I can master basic movements such as running, jumping, throwing, catching and use these skills individually or in combinations I can participate in team games, I can develop simple tactics for attacking and defending Gym Unit D - Flight I can develop balance, agility and co-ordination I can copy or create and link movement phrases I can move confidently and safely in my own space using change of speed and direction</p>	<p>Physical Education Evaluation, Fitness and Health I can watch copy and describe what myself and others have done I know how to carry and place equipment I can describe how my body feels when still and when exercising I can watch, copy and describe dance movement I know that being active is good for me and is fun</p>	<p>Writing Genres Coverage across the year: Fiction Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes Non-Fiction Labels, lists and captions Recounts Information text Instruction writing</p>	<p>Singing I can use my voice expressively by singing songs and speaking chants and rhymes, I can make sounds that are very different: loud and quiet, high and low. I can make sounds with a small difference. I can imitate changes in pitch. I enjoy singing.</p>	
<p>Science Knowledge and Skills Everyday Materials: Distinguishing, Sorting, Classifying</p> <p>I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, brick, paper, fabrics, elastic, foil and rock, I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Science Working Scientifically I can understand a question. I can use the language of questions I can talk about what I can see and feel I can follow a method I can say what I think might happen based on my experience. I can identify when something has changed or stayed the same. I can use pictures to find out information I can use drawings/photographs to show what I found</p>	<p>History Historical figure linked to the sea</p> <p>Children should be taught about: lives of significant individuals in the past who have contributed to national and international achievements. Isambard Kingdom Brunel and/or Christopher Columbus</p> <p>I can use common words and phrases relating to the passing of time. I can place events, objects and people in the correct time order I can ask and answer questions about the past using pictures and stories</p>	<p>Design Technology Structures Design I can design purposeful, functional, appealing products for myself and other users based on design criteria ; I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing ; I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p style="text-align: right;">Refer to KS1 Progression in Design and Technology Skills</p>	

Year 1 Unit of Learning – Autumn 2

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Communities are enriched by their members and the different perspectives they bring.</p> <p style="text-align: center;">African Adventure</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What makes an area unique to its community? How does our community link to people in other places in the world? How does where we live affect our daily routines?</p>	
<p style="text-align: center;">Computing</p> <p>I understand what algorithms are I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs</p> <p>I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;">Specific foci for unit: See South Rise Computing Curriculum</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Leopard's Drum</i> <i>What's Cooking, Jamela?</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Horniman Museum</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith Christianity, Jesus' birth and Christmas Unit 1</p> <p>Key Questions</p> <p>What do Christians remember at Christmas? What do Christians believe about Jesus? Why is the Bible important to Christians?</p> <p>Beliefs</p> <p>Christians believe that Jesus is God's Son Christian celebrations: Christmas is the celebration of Jesus' birth which shows he is special for Christians The Bible is a special book different from other books it contains stories about the birth and life of Jesus</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I recognise the choices I make and know the difference between right and wrong. I can accept consequences for my actions.</p>
		<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p>	<p style="text-align: center;">Music</p> <p>I can play tuned and un-tuned instruments musically, I can make and combine sounds I can make and control long and short sounds I can make a sequence of long and short sounds I can clap rhythms I can listen with concentration and understanding to a range of high-quality live and recorded music, I can listen out for dynamics in music</p>	<p style="text-align: center;">Singing</p> <p>I can use my voice expressively I can make sounds that are very different I can sing dynamically I can imitate changes in pitch I enjoy singing</p>
		<p style="text-align: center;">Non-Fiction</p> <p>Labels, lists and captions Recounts Information text Instruction writing</p>	<p style="text-align: center;">Maths</p> <p>Refer to Progression in Calculation</p>	
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Gym Unit C Travelling</p> <p>I can develop balance, agility and co-ordination, and begin to apply these in a range of activities I can explore gymnastic actions using a range of body parts.</p> <p>Dance Unit 2</p> <p>I can perform dances using simple movement patterns. I can compose and link movement to make simple dances with clear beginnings, middles and ends</p>	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can watch copy and describe what myself and others have done I know how to carry and place equipment I can describe how my body feels when still and when exercising I can talk about dance ideas inspired by different stimuli I can watch, copy and describe dance movement</p>			
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and skills</p> <p style="text-align: center;">Everyday Materials – Investigating Properties</p> <p>I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock – also brick, paper, fabrics, elastic, foil I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can understand a question. I can use the language of questions. I can talk about what I can see/hear/feel. I can say what I saw. I can say what happened. I can use drawings/photographs/tables/charts to show what I found. I can use pictures to find out information.</p>	<p style="text-align: center;">Geography</p> <p>Locational knowledge I can name and locate the world's 7 continents Place Knowledge I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country (Africa) Human and Physical Geography I can use basic geographical vocabulary to refer to: key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, vale, vegetation and weather Human and Physical Geography I can use basic geographical vocabulary to refer to: key human features including city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills I can use simple compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map I can identify and describe where places are I ask questions about geography and begin to use geographical vocabulary. I can observe and describe physical and human features of places. I can use books, pictures, stories and observations to answer geographical questions. I can express my own views and feelings about people places and environments. I can recognise how places can compare with other places and how they are linked.</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">3D</p> <p>I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p style="text-align: center;">Key Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to KS1 Progression in Art and Design Skills</p>	

Year 1 Unit of Learning – Spring 1

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">The Maker</p> <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Homes reflect personal identity and local culture.</p> <p style="text-align: center;">Houses and Homes</p>		<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is a good home? How are homes made? How have homes changed?</p>	
<p style="text-align: center;">Computing</p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private. I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;">Specific foci for unit: See South Rise Computing Curriculum</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Three Little Pigs</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Hall Place, local street</p>		<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Islam 1 Unit 1 – Prophet Muhammad</p> <p>Key Questions What do Muslims believe? Why is Prophet Muhammad important to Muslims? What is the Qur'an? Stories from the life of the Prophet Muhammad revelation of the Qur'an, The early Muslims migration to Madinah</p> <p>The Qur'an The Qur'an is the holy book of Islam, written in Arabic, The Qur'an must be treated with respect</p> <p>Place of Worship: The Mosque the first call to prayer</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I recognise the choices I make and know the difference between right and wrong. I know about restorative conversations.</p>
<p style="text-align: center;">Physical Education Knowledge and Skills</p> <p>Dance Unit 1, I can perform dances using simple movement patterns. I can move confidently and safely in my own and general space I can talk about dance ideas I can copy, watch and describe dance</p> <p>Games Unit 1 Large Balls I can master basic movements such as running, jumping, throwing, catching, and begin to apply these in a range of activities I can participate in team games, developing simple tactics for attacking and defending. I can explore and use skills, actions and ideas</p>	<p style="text-align: center;">Physical Education Evaluation, Fitness and Health</p> <p>I can talk about what I have done. I can describe what others have done. I can describe how my body feels during and after an activity.</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;">Non-Fiction</p> <p>Labels, lists and captions Recounts Information text Instruction writing</p>		<p style="text-align: center;">Singing</p> <p>I can use my voice expressively I can make sounds that are very different I can sing dynamically I can imitate changes in pitch I enjoy singing</p>	
<p style="text-align: center;">Science Knowledge and Skills</p> <p style="text-align: center;">Seasonal Changes</p> <p>I can observe changes across the four seasons I can observe and describe weather associated with the seasons and day length Pupils might work scientifically by: making tables about the weather; and making displays of what happens in the world around them, including day length, as the seasons change</p>	<p style="text-align: center;">Science Working Scientifically</p> <p>I can understand a question. I can use the language of questions. I can follow a method. I can say when something is unfair. I can identify when something has changed or stayed the same. I can say what I think might happen based on my experience. I can use non-standard measures (e.g. straws, strings, hands) I can talk about what I see. I can use a picture/table to show findings. I can say what went wrong in an experiment. Children should become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils might work scientifically by: performing simple tests to explore questions</p>	<p style="text-align: center;">History</p> <p style="text-align: center;">Housing in history and around the world</p> <p>Children should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life I can use common words and phrases relating to the passing of time. I can place events, objects and people in the correct time order I can identify similarities and differences between ways of life in different periods. I can ask and answer questions about the past using pictures and stories</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Map Skills</p> <p>Human and Physical Geography Geographical skills I can use simple compass directions and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map I can identify and describe where places are I ask questions about geography and begin to use geographical vocabulary. I can observe and describe physical and human features of places. I can use books, pictures, stories and observations to answer geographical questions. I can express my own views and feelings about people places and environments. I can recognise how places can compare with other places and how they are linked.</p>	<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Structures</p> <p>Design I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p style="text-align: right;">Refer to KS1 Progression in Design and Technology Skills</p>	

Year 1 Unit of Learning – Spring 2

<p style="text-align: center;">Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>		<p style="text-align: center;">Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>		<p style="text-align: center;">Central Idea People understand the world around them through investigation and exploration. Natural Explorers</p>		<p style="text-align: center;">Guiding Questions How do we find out about the world? How do we use our senses? How do living things adapt?</p>			
<p style="text-align: center;">Computing</p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;">Specific foci for unit: See South Rise Computing Curriculum</p> <p>Text and Multimedia. Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<p style="text-align: center;">Core Texts/ Visits <i>A Balloon for Grandad</i></p> <p style="text-align: center;">Suggested visit: A Local Walk</p>		<p style="text-align: center;">Religious Education Greenwich Windows on Faith Christianity Easter and Symbols Unit 3 Key Questions What do symbols of Easter represent? How do symbols and symbolic actions show the importance of Easter for Christians? Key Concepts The story of Jesus' death and resurrection emphasises the idea that Jesus is special for Christians Jesus washing feet and sharing food with his friends – some of whom let him down Symbols Cross and egg; Symbols of Easter Symbolic actions: washing feet on Maundy Thursday; Christians share food together to recall Jesus' last meal with his friends</p>		<p style="text-align: center;">PHSE Link to Values I recognise that family and friends should care for each other. I can begin to use restorative conversations with more independence.</p>			
<p style="text-align: center;">Physical Education Knowledge and Skills Games Unit 3 – Bat and Ball I can master basic movements such as running, jumping, throwing, catching, and begin to apply these in a range of activities I can participate in team games, developing simple tactics for attacking and defending I can explore and use skills, actions and ideas individually and in combination to suit the game they are playing Dance Unit 3 I can perform dances using simple movement patterns. I can perform movement phrases using a range of body actions and body parts I can talk about dance ideas</p>		<p style="text-align: center;">Physical Education Evaluation, Fitness and Health</p> <p>I can watch copy and describe what myself and others have done I can describe how my body feels when still and when exercising I can watch, copy and describe dance movement I know that being active is good for me and is fun</p>		<p style="text-align: center;">Writing Genres Coverage across the year:</p> <p style="text-align: center;">Fiction Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;">Non-Fiction Labels, lists and captions Recounts Information text Instruction writing</p>		<p style="text-align: center;">Music</p> <p>I can play tuned and un-tuned instruments musically, I can make and combine sounds I can make and control long and short sounds I can make a sequence of long and short sounds I can clap rhythms I can listen with concentration and understanding to a range of high-quality live and recorded music, I can listen out for dynamics in music</p>		<p style="text-align: center;">Singing</p> <p>I can use my voice expressively I can make sounds that are very different I can sing dynamically I can imitate changes in pitch I enjoy singing</p>	
<p style="text-align: center;">Science Knowledge and Skills</p> <p style="text-align: center;">Senses and Human Body</p> <p>I can identify, name, draw and label the basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of the body is associated with each sense.</p>		<p style="text-align: center;">Science Working Scientifically</p> <p>I can understand a question. I can use the language of questions. I can talk about what I see/smell/hear/feel and taste. I can use drawings/photographs to help answer a question. I can draw pictures and talk about what I can hear, see, touch taste or smell. I make some measurements of what I have observed. I can give reasons to say why I think things will happen.</p>		<p style="text-align: center;">History Significant Historical Figures</p> <p>Children should be taught The lives of significant individuals in the past who have contributed to national and international achievements, e.g., Neil Armstrong or Christopher Columbus.</p>		<p style="text-align: center;">Geography</p> <p>Locational knowledge I can name and locate the world's seven continents</p>		<p style="text-align: center;">Art Digital Media, Collage</p> <p>I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p style="text-align: center;">Key Skills Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to KS1 Progression in Art and Design Skills</p>	

Year 1 Unit of Learning – Summer 1

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Human beings share the planet with different living things.</p> <p style="text-align: center;">Green Fingers</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What impact do humans have on living things? What is a plant? How do green things change over time?</p>	
<p style="text-align: center;">Computing</p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;">Specific foci for unit: See South Rise Computing Curriculum</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>Jack and the Beanstalk</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Natural History Museum</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Islam – The Five Pillars Key Questions What are the five pillars of Islam? What does worship mean to Muslims? How do Muslims show their respect for Allah? Key Concepts 1. Shahadah 2. Salah – Prayer 3. Sawm – Fasting 4. Zakat – Charity 5. Hajj - Pilgrimage Worship of Allah Muslims serve Allah in many ways The Muslim Home Worship in the home; Living as a Muslim The importance of good values for Muslims e.g. honesty, truthfulness and dressing modestly, respect birth and naming of a baby keeping food requirements - halal</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I know that people and other living things have needs and responsibilities. I can identify a responsibility that I have. I know what improves and harms natural and built environments and some ways people look after them.</p>
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Gym Unit E – Points and patches I can develop balance, agility and co-ordination I can explore gymnastics actions and still shapes, move confidently and safely in my own and general space, using change of speed and direction I can copy or create and link movement phrases I can perform movement phrases using a range of body actions and body parts Dance Unit 4 I can perform dances using simple patterns. I can explore movement ideas and respond imaginatively to a range of stimuli I can move confidently and safely in my own and general space I can compose and link movement to make simple dances with clear beginnings, middles and ends</p>	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I know how to carry and place equipment I can recognise how my body feels when still and when exercising I can watch copy and describe what myself and others have done I can describe how my body feels when still and when exercising I know that being active is good for me and is fun I can talk about dance ideas inspired by different stimuli</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;">Non-Fiction</p> <p>Labels, lists and captions Recounts Information text Instruction writing</p>	<p style="text-align: center;">Singing</p> <p>I can use my voice expressively. I can make sounds that are very different. I can sing dynamically. I can imitate changes in pitch. I enjoy singing.</p>	
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and skills</p> <p style="text-align: center;">Plants</p> <p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, trees I can observe and describe how seeds and bulbs grow into mature plants.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can understand a question. I can use the language of questions. I can identify which plant looks different and/or the same. I can say what I think might happen based on my experience. I can use non-standard measures (e.g. straws, strings, hands) I can talk about what I see/smell/hear/feel/taste. I can state what has happened. I can use a picture/table to show what I found. I might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how I was able to identify and group them, and drawing diagrams showing the parts of different plants including trees. I might keep records of how plants have changed over time; and compare and contrast different plants.</p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;">Refer to Progression in Calculation</p> <p style="text-align: center;">Geography</p> <p>Human and physical geography I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles I can use basic geographical vocabulary to refer to: key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valet, vegetation and weather I can identify and describe where places are. I can ask questions about geography and begin to use geographical vocabulary. I can use books, pictures, stories and observations to answer geographical questions. I can express my own views and feelings about people places and environments.</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">Van Gogh and Painting</p> <p>I can use a range of materials to design and make products. I can use drawing, painting and sculpture to share my ideas, experiences and imagination. I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D. I know about the work of a range of artists, craftsmen and designers. I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p style="text-align: center;">Key Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work. Specific Media Focus: Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to KS1 Progression in Art and Design Skills</p>	

Year 1 Unit of Learning – Summer 2

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Global Learning</p> <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">All living things go through a process of change.</p> <p style="text-align: center;">Circle of Life</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is life? How do living things change over time? How do living things grow?</p>	
<p style="text-align: center;">Computing</p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;">Specific foci for unit: See South Rise Computing Curriculum</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Lion King</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Greenwich Park and Garden</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Who am I? Belonging</p> <p>Key Questions</p> <p>What does it mean to belong? What does it mean to belong to a family? What are the outward signs that a person belongs to a religious family? What happens to a child when they try to join a religious family? How do children belong to a religious family? What have we learnt about the importance of belonging to a religious family?</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I can name parts of the body and maintain personal hygiene. I know that some diseases can spread but they can be controlled. I know that household products, including medicines can be harmful if not used properly.</p>
<p style="text-align: center;">Physical Education Knowledge and Skills</p> <p>Gym Unit 4</p> <p>I can develop balance, agility and co-ordination I can explore gymnastics actions and still shapes, move confidently and safely in my own and general space, using change of speed and direction I can copy or create and link movement phrases with beginnings, middles and ends I can perform movement phrases using a range of body actions and body parts</p> <p>Games Unit 4</p> <p>I can master basic movements such as running, jumping, throwing, catching, and apply these. I can participate in team games, developing simple tactics for attacking and defending I am confident and safe in playing games. I can choose and use skills effectively.</p>	<p style="text-align: center;">Physical Education Evaluation, Fitness and Health</p> <p>I know how to carry and place equipment I can recognise how my body feels when still and when exercising I can watch copy and describe what myself and others have done I can describe how my body feels when still and when exercising I know that being active is good for me and is fun.</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;">Non-Fiction</p> <p>Labels, lists and captions Recounts Information text Instruction writing</p>	<p style="text-align: center;">Music</p> <p>I can play tuned and un-tuned instruments musically, I can make and combine sounds I can make and control long and short sounds I can make a sequence of long and short sounds I can clap rhythms I can listen with concentration and understanding to a range of high-quality live and recorded music, I can listen out for dynamics in music</p>	<p style="text-align: center;">Singing</p> <p>I can use my voice expressively . I can make sounds that are very different I can sing dynamically I can imitate changes in pitch. I enjoy singing.</p>
<p style="text-align: center;">Science Knowledge and skills</p> <p style="text-align: center;">Animals Including Humans: Classifying animal groups</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p>	<p style="text-align: center;">Science Working Scientifically</p> <p>I can understand a question. I can use the language of questions. I can talk about what I see/smell/hear/feel and taste. I can use drawings/photographs to help answer a question. I might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p>	<p style="text-align: center;">History</p> <p>Children should be taught about: The lives of significant individuals in the past who have contributed to national and international achievements. Florence Nightingale and /or Mary Seacole I understand the difference between things that happened in the past and present. I know how to put a few events or objects in the order in which they happened. I have found out some facts about people long ago. I can say why people may have acted as they did. I have looked at books to help me find out about the past. I have listened to stories about the past. I can ask questions using 'before' and 'after'.</p>	<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Food</p> <p>Design I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria</p> <p style="text-align: center;">Refer to KS1 Progression in Design and Technology Skills</p>	