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| **Theme 2****Explore** |
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| **Key Foundation Subject** | **PSHE** | **RE** |
| **Geography and Design Technology:** Space, Polar explorers, Pirates**Connection to BE:*** individuals physical and mental strength to reach their goals
* decision making and problem solving, explorers failing expeditions but trying again and succeeding
 | **PSHE: Ourselves, growing and changing, Respecting Self and Others, Communities, Economic wellbeing:Aspirations, work and career****Connection to BE:*** 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: Myself and caring for others.How do we show we care for others? Why does it matter?****Connection to BE:****Individuality-** how religions shape our individual identity, similarities and differences within religions**Respect** – caring and respecting each others views and beliefs**Christianity and Judaism**  |
| **Science****Knowledge Rich**Pupils will be taught to:* Observe and describe how day length varies
* Observe and talk about changes in the weather
* Observe changes across the four seasons

**Skills Based*** 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
 | **Geography****Knowledge Rich**Pupils will be taught to:* Understand how some places are linked to other places eg roads, railways
* Name and locate 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
* Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* Use basic geographical vocabulary to refer to key physical and human features

**Skills Based**Pupils will be taught to:* Use maps, globes and atlases to identify the UK and its countries
 | **Art****Knowledge Rich**Pupils will be taught to:* To use drawing and painting to develop and share their ideas, experiences and imagination
* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* To learn about the work of a range of artists

**Skills Based**Pupils will be taught to:Drawing:* Draw with a variety of tools
* Draw with lines of different shapes and thickness
* Use a sketchbook to gather and collect artwork

Painting:* 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
* Use different types of paint
* Paint a picture of something they can see
 | **RE****Knowledge Rich**Pupils will be taught:* about their uniqueness as a person in a family and community.
* examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing.
* To hear and consider religious stories and teachings, e.g. Jesus’ story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.

**Skills Based*** recount outlines of some religious stories
* identify what they find interesting and puzzling in life
* recognise symbols and other forms of religious expression
* recognise features of religious life and practice
* identify aspects of own experience and feelings, in religious material studied
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| **Design Technology****Knowledge Rich**Pupils will be taught to:* Design purposeful products based on design criteria
* Generate, develop, model and communicate their ideas
* Select from and use a range of tools and equipment to perform practical tasks

**Skills Based**Pupils will be taught to:Design:* I can explain what I want to do and how my product will work
* I can describe my design using pictures

Make:* I can select tools and equipment to cut, shape, join
* I can choose suitable materials and explain my choices

Evaluate:* 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
 | **Computing****Knowledge Rich**Pupils will be taught to:* Understand what algorithms are
* Understand how algorithms are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions

**Skills Based**Pupils will be taught to:* 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.
 | **Physical Education****Knowledge Rich**Pupils will be taught to:* Perform basic gymnastic actions like traveling, rolling and jumping
* Copy and repeat simple skills

**Skills Based**Pupils will be taught to:* 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
 | **Music****Knowledge Rich**Pupils will be taught to:* 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

**Skills Based**Pupils will be taught to:* Ue 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.
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