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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 |
| **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. |