Term: Spr1/Spr2

Stage: Discover (STEM) Phase: Y1

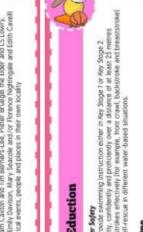
Blackmoor Park

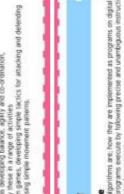
KEY PRINCIPLES: UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT, LEARNING & DEVELOPMENT Kev Vocabulary (Schema): Character Education Theme: There's no place like home Subject, Scheme, Unit & Lesson Focus **Key Knowledge** Belonging, resilience, strength, safe, home, disaster, historical event, Enquiry question: Do we all have a place where we feel safe? Science - Developing Experts: About Me • Identify, name, draw and label the basic parts of the human body Science rocket words, past, country, city, capital cities, oceans, seas, 1. Human body **English Application** 4. Taste and tongue say which part of the body is associated with specific vocabulary linked to faith communities, dreams and goals, 2. Sight and eyes 5. Touch Writing facts about the GFOL each sense. 6. Smell and nose 2. Hearing & ears sculpture, senses, directional language, rhythm and pulse, human and Labelling body parts PHSE Link - Healthy body, healthy me physical features. History S&K/Geography S&K · understand what algorithms are **Maths Application** Teach Computing: Programming A - Moving a robot Using and following directional language create and debug simple programs 4. Four directions & Sequences 1. Commands & Outcomes To learn about events beyond living memory that are significant Counting, operations and problem solving use logical reasoning to predict the behaviour 2. Instructions 5. Simple program nationally or globally: The Great Fire of London of simple programs 3. Forwards and backwards Building with shapes and using money 6. Solving problems To place events in chronological order using a timeline **STEM Application** • identity some ways a Muslim might describe To name, locate and identify characteristics of the four countries RE - SACRE: What does it mean to belong to a faith community? God (Allah) Applying knowledge of materials when building shelters. 1. Do we all belong to something? 5. How do Christians and Muslims and capital cities of the United Kingdom and its surrounding seas re-tell a story about the Prophet Muhammad Identifying, naming and describing fruits. 2. How do Christians show they belong? welcome a new baby? To look at key human and physical features of towns and recognise the significance of some objects and 3. How do Muslims show they belong? 6. How do some people show they Using knowledge of different directions when looking at maps. countryside. places to Muslims 4. How do Jewish people show they belong to one another? belong together as a community? Retrieval practices/Assessment: **Learning Activities:** PSHE - Jigsaw: Dreams and Goals setting goals and plan how to achieve them Quizzes, games, true or false 1. My treasure chest of success identifying and overcoming obstacles • Find out about The Great Fire of London: What happened, when, where, how and why? 4.Stretchy learning facts, marketplace, 2.Steps to goals 5. Overcoming obstacles working well with a partner Learn about how the UK is made of 4 different countries: Name them, learn the capital city of each one. 3. Achieveing together 6.Celebrating my success · recognising, describing and storing feelings of pictures/drawing and To look at the physical features of towns and the countryside – to compare and understand the key success labelling, snowballing, differences between the two. Music - Charanga: How does music make the world a better place? Introducing tempo and dynamics networking - clipboards, To engage in a range of activities exploring how we use our senses. Singing with expression 4. Rhythm in the way we walk 1. If you're happy and you know it talking trios, four squares, 5. Big bear funk Listening with concentration 2. Sing me a song To engage in peer to per massage sessions. post it note, massage 6.Baby elephant /Cinderella 3. Sparkle Milestones: **Outdoor Learning:** PE - Real Dance - Cognitive Skills Copy and repeat actions. Re-capping previous learning Vary the speed of selected actions. Acorn Hub – To build a shelter – linked to the people of London who lost their homes. What materials would be 1. Give your dance a shape. 4. Turning, jumping, moving Adding knowledge to the working • Select and link actions together. the best to use and why? 2.Feel the beat, feel the rhythm 5. Follow the silk • Improvise independently and create a simple 3. With 2 dancing is twice as good 6. Show us your best. Talking Trios - answering dance. 'Question of the day'. **Outcomes:** Art & Design - Access Art: Playful making • Introduces Sculpture Short quizzes **Explores:** To begin to know the names of the countries in the UK, capital cities and surrounding seas. 1, Introducing sculpture Lessons 3, 4 and 5: Mind maps Manipulating different materials To describe features of an urban town and the rural countryside. 2, Making – How can I manipulate How can I use materials, tools Using different tools To know how, when and where The Great Fire of London started. materials. and ideas to invent. Presentation and Evaluation 6, Share, reflect and discuss Golden Rules: Ready, Respect, Safe **Project Concepts:** D&T - Projects on the Page: Fruit Salad Re-cap knowledge of healthy eating School Values: Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Exploring the meaning of healthy eating 1. Pre-assessment 4. Where's it from? Individuality, Creativity Belonging, resilience, strength, safe 5. Utensils 2. Healthy Eating Identifying, naming and understanding 3. Food hygiene where different fruits come from.



















## Grounding Texts & Favourite 5 x 2

Grounding Text 1	Vocabulary	Key Questions	Content	Application
Title: The Great Fire of London  Author: Emma Adams	London bustling population rapidly disease enormous poorest pitch electricity essential candles crowded dangerous bakery maid devastation Parliament panic firebreak deadly combination destroying unstoppable burying belongings gunpowder	What do you think this book is about? What do the pictures show? What are the key events? What hash tags can you think of to describe the events of this page?	Have copies of some of the pictures from the text – Look at pictures, describe them and discuss what they think the pictures are about. Read the text a section at a time discussing events, content etc	Children to gain facts about the fire from listening to the text – Sequence events, summarise events, hash tagging Place events on a time line. Identify the important events from the text.
Grounding Text 2 and 3	Vocabulary	Key Questions	Content	Application
Title: A seed in Need / Eating Plants  Author: Sam Godwin/Rhonda Jenkins	seeds roots shoots leaves plants germinate fruit flowers plant cycle vegetables stem stalk pods seedling bud nectar grow warmth light sun rain air die wilt droop moisture petals pollen	Can you name the parts of a plant? What does a plant need to grow? Which part of a plant can we eat? Do all plants need seeds to grow? Can all plants grow in the same place?	<ul> <li>Parts of a plant</li> <li>What a plant needs to grow</li> <li>What happens when a plant dies</li> <li>The different parts of plants that we can eat.</li> </ul>	Children to be able to label plants, sort, name and describe plants.  To use knowledge of plants to grow a variety of different plants from seeds in a range of different conditions.
Favourite Text 1a	Favourite Text 2a	Favourite Text 3a	Favourite Text 4a	Favourite Text 5a
Title: Sharing a shell	Title: Splash	Title: Rhyming Rabbit	Title: Ravi's Roar	Title: The day the crayons quit
Author: Julia Donaldson	Author: Claire Cashmore	Author: Julia Donaldson	Author: Tom Percival	Author: Drew Daywalt
Focus Relationships	Focus Following your dreams	Focus Being who you want to be	Focus Controlling your emotions	Focus Expressing what you want
Vocabulary: Rhyming words  Theme: Story about finding a home and friendship  Other: Link to the enquiry question – Having a place where they feel safe.	Vocabulary: Paralympic gold medallist disability  Theme: Achieving your ambitions by stepping out of your comfort zone.  Other: Linked to Dreams and Goals - PSHE	Vocabulary: Rhyming words  Theme: Showing off your talents and following your heart  Other: Linked to PSHE and English	Vocabulary: furious growled breath roared nervous angry cross  Theme: How to cope with different situations and express your feelings in the right way.  Other: Linked to PSHE	Vocabulary: quit stacks favourite tired creativity beige unused colouring  Theme: complaining and letter writing  Other:
Favourite Text 1b	Favourite Text 2b	Favourite Text 3b	Favourite Text 4b	Favourite Text 5b
Title: Billy's Sunflower	Title: A dark, dark tale	Title: Seeds	Title: A squash and a squeeze	Title: Oliver's vegetables
Author: Nicola Moon	Author: Ruth Brown	Author: Gemma McMullen	Author: Julia Donaldson	Author: Vivian French
Focus Seasons	Focus Old homes and toys	Focus The plant cycle	Focus Homes	Focus Plants we eat
Vocabulary: beautiful admire taller golden Autumn different stem rushed wrinkled droopy bent shorter  Theme: Plant life cycle  Other: Linked to plants in Science	Vocabulary: moor passage hall behind  Theme: old homes and toys  Other: Linked to History – Homes in the past	Vocabulary: contents glossary plant related vocabulary  Theme: Looking at seeds  Other: Linked to Science - plants	Vocabulary: grumble grouse curious fireside tickle sneeze curtains nibble jig raiding larder titchy tiny implore weeny shooed Enormous frolic fiddle-de-dees  Theme: A place to feel happy and safe  Other: Linked to enquiry question	Vocabulary: vegetables - names of veg crinkly garden big delicious peel cut scrub  Theme: Looking at different plants  Other: Linked to Science and DT – Plants

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Fruit trees and vegetables are Labelling plants tree. varieties of plants. physical features. Instructions for growing plants 3. Understand that different plants 6. Record the growth of a plant can grow in the same environment. **Maths Application** History S&K/Geography S&K Computing - Teach Computing: Grouping Data • use a variety of tools • create a picture in the style of an artist Using and following directional language To learn about events beyond living memory that are significant 1, Label and match 4, Making different groups • explain the differences between digital Counting, operations and problem solving 2, Group and count 5, Comparing groups nationally or globally: The Great Fire of London and paper art Building with shapes and using money 3, Describe an object 6, Answering questions To place events in chronological order using a timeline STEM Application RE - SACRE: What is a celebration? Recognise symbols of belonging from To find out about a significant individual – Samuel Pepys and why their own experience Applying knowledge of how to use different tools safely. 1, What do you celebrate and why? 4, What matters most at Easter? he is a significant historical figure. Recognise symbols of belonging for Jews 2, What happened at Easter and how 5, Why do Jewish people tell the story of Comparing and grouping different types of plants. To name, locate and identify characteristics of the four countries and Muslims does it make people feel? Passover? Sensory journey through London in 1666 and capital cities of the United Kingdom and its surrounding seas Compare and contrast ceremonies 3, How do Christians celebrate Easter? 6, What do Muslims celebrate at Eid - ul To use simple compass directions when locating places on a map between faith groups Fitr? Retrieval practices/Assessment: Learning Activities (including outdoor): PSHE - Jigsaw: Healthy Me Understand ways to keep myself healthy Quizzes, games, true or false Recognise the connection between 1. Being Healthy 4. Medicine Safety To sequence the events from The Great Fire of London on a time line. healthy choices and feeling happy facts, marketplace, 2. Healthy Choices 5.Road Safety To know the significant changes that happened because of The Great Fire of London. 3.Clean and Healthy • Know ways to keep myself safe 6. Happy, Healthy Me pictures/drawing and To compare homes in the past with homes today. labelling, snowballing, Music - Charanga: How does music help us understand our neighbours? Combining pulse, rhythm and pitch To find out about Samuel Pepys and the role he played during The Great Fire of London. networking - clipboards, 1. Days of the week Singing with expression 4.Upside down Re-cap countries and cities and learn the names of surrounding seas and oceans. talking trios, four squares, · Listening with concentration 2. Name song 5. Hush Little Baby To engage in a range of activities exploring different plants. post it note, massage 6. Who took the cookie? /The Planets -3. Cuckoo To engage in peer to peer massage sessions. Mars Milestones: PE - Real Gym: Unit One · Balls skills Re-capping previous learning · Counter balance with a partner 1, Mirror, mirror 4, Tree Hop Outdoor - Acorn Hub - Using a compass and creating physical maps outdoors. Adding knowledge to the working Compare skills of others 2, Shape Off 5, Jungle trip using apparatus 3, Hide and Seek 6, Follow my leader in apparatus Talking Trios – answering Develops drawing skills Art & Design - Access Art: Exploring Water colour Outcomes: 'Question of the day'. **Explores:** To know that it is important that everyone has somewhere they feel safe and why this is important. To know that people Short quizzes 1, Exploration – what can water 3, Building imagery through water Drawing spirals in nature Mind maps may feel safe in different places. colour do? O Using chalk and oil pastels To recall countries, capital cities and seas/oceans of the UK and place on a map. 2, Explore the work of Paul Klee and 4 and 5, Working with momentum and To recall events of The Great Fire of London in chronological order. Emma Burleigh. focus. 6, Share, reflect and discuss. School Values: Happiness, Friendship, Belonging, Resilience, Pride, Honesty, D&T - Projects on the Page: Fruit Salad **Project Concepts:** To know how to plan a recipe Individuality, Creativity To follow a recipe to create a dish 6. Design Belonging, resilience, strength, safe 7. Make 8. Evaluate



