



Stunning Start:

Let's be healthy challenge

Fabulous Finish:

Bingo

Real life experiences

Designing and make a healthy wrap
Learning new painting techniques



RWI, Get Writing and Drawing Club

Storytelling Text: Little Miss Unhealthy (Pie Corbett)



Book Study Text: The Disgusting Sandwich by Gareth Edwards

Assembly Theme:

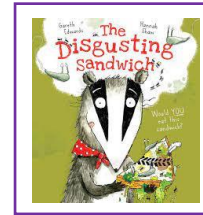
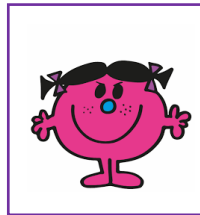
Courage

Emotional Literacy:

Introduction to the Zones of Regulation

Wellbeing

Use the senses we have found out about to learn how to ground ourselves.
Practice different breaths.
Daily mile
Consider the impact of a healthy balanced diet.



Mathematics:



White Rose Units:

Number: Place Value

Number: Addition and Subtraction

Geometry: Shape

Key Skills Session:

Number Bonds

Mastering Number

Oracy











Physical: presenting to the class why it is important for humans to have good hygiene
Linguistic: using appropriate geographical terms to describe hot and cold places
Cognitive: team discussion about why it is important for humans to eat the right amounts of different types of foods
Social and Emotional: listen and respond during emotional literacy sessions





Environment and Community

Visit from Aspens to discuss healthy eating
Visit from a doctor to talk about being healthy



| | Science  | Geography  | RE  | Computing  |
|-------------------------|--|---|--|--|
| Unit title: | Subject: Biology Unit: Animals including humans | Themes: Location, Physical Features, Human Processes, Techniques, Diversity Unit: Coasts | Theme: Christianity Unit: GOSPEL: What is the good news Christians believe Jesus brings? (Unit 13) | Area: Computer systems and networks Unit: Information technology around us Natterhub: Balance it and Question it |
| Builds On: | Year: 1 Term: Spring 2 Unit: Animals including humans | Year: 1 Term: Summer 2 Unit: Continents and Oceans | Year: 1 Term: Spring 2 Unit: GOD: What do Christians believe God is Like? (Unit 10) (Gospel – new) | Year: 1 Term: Autumn 1 Unit: Technology around us |
| Memory Master: | Parts of the body and senses. | Name and locate the world's continents and oceans. | What is a parable? What parables do we remember and why did Jesus tell it? Discussion with role play of Jonah and the Whale and the Lost Son. | What is technology? Label a picture of a computer with screen/monitor, mouse, base unit and keyboard and describe what each part is used for. |
| Lesson Sequence: | I can find out about and describe the basic needs of animals, including humans, for survival. | I can identify hot and cold places and locate them on a map. | What did Jesus' good news mean for Matthew in the Bible story? | I can recognise the uses and features of information technology. |
| | I notice that animals, including humans, have offspring which grow into adults. | I can recognise the features of a hot and a cold place. | What might a Christian say was the good news that Jesus brought to Matthew? | I can identify the uses of information technology in the school. |
| | I can gather and record data (about how humans change as they get older). | I can explore a hot or cold place. | What do many Christians believe is the good news that Jesus brings about forgiveness? | I can identify information technology beyond school. |
| | I can describe the importance for humans to exercise. | I can describe what human and physical features I would see in a hot or cold place. | What do many Christians believe is the good news that Jesus brings about peace? | I can explain how information technology helps us. |
| | I can describe the importance for humans to eat the right amounts of different types of food. | Show what you know | What might Christians do to follow the life of Jesus and bring 'good news' to people? | I can explain how to use information technology safely. |
| | I can describe the importance for humans to have good hygiene. Show what you know | | How might Christian prayer link to saying sorry and forgiveness? Show what you know | I can recognise that choices are made when using information technology. |
| Composite: | A poster showing what's needed to be healthy. | Write a postcard from a hot or cold place including key vocabulary. | Using forgiveness image/Lord's prayer picture, write a couple of sentences telling the story of pictures and explain, if the children are Christian, they might believe it is important to forgive. | Children sort activities into whether they need it or not and describe how to use IT safely. |
| Impact: | Children know animals incl. humans have offspring which grow into adults. They know that to survive animals need sunlight, water, air, food and a suitable habitat. They understand importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | Children can locate the equator and are able to describe what can be seen. They understand the difference between climate in relation to the equator. They are able to use geographical vocabulary to describe the features of a hot or cold place. | Children can tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. They give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. They recognise that Jesus gives instructions to people about how to behave. | Children know information technology is anything that is or works with a computer and can give examples. They know that some devices allow you to communicate through messages and video calls and others do not, but they are all IT. They know now that devices can be used in different places e.g. a shop or outdoors and that it can be portable. They know what barcodes are and that they hold information about a product and that passwords should not be shared. |

| | Art and Design  | Physical Education  | Sport  | Design Technology  | |
|-------------------------|--|---|---|---|--|
| Unit title: | Techniques: Painting, printing and collage Style and Period: Late Renaissance 15 th C Artists: Guiseppe Arcimboldo | Learning focus: Personal Unit: REAL Gym | Unit: Football | Area: Cooking and Nutrition Unit: A balanced diet | |
| Builds On: | Year: 1 Term: Summer 1 Unit: Painting and printing Year: 1 Term: Summer 2 Unit: Painting and collage | Year: Year 1 Term: Autumn 1 Unit: REAL Gym | Year: Year 1 Term: Autumn 1 Unit: Football | Year: 1 Term: Summer 1 Unit: Fruit smoothies | |
| Memory Master: | Revisit drawing techniques and artists/styles from previous unit. | N/A | N/A | Quiz on smoothies unit (Y1) | |
| Lesson Sequence: | I can begin to use feature placement in developing portrait skills. | Warm up games Rock, paper, scissors Snap, crackle, pop Fundamental Movement Skills Coordination – Footwork Static Balance – One leg Skills Application Lose your shadow Creating footwork Mirror image Mirror challenge Use the force | I can move into space showing awareness of others. | Research I can recognise foods and their food groups. I can identify the balance of food groups in a meal. | |
| | I can paint an Arcimboldo style portrait. | | I can move with control. | | |
| | I can print using objects (fruit, vegetables, sponges). | | I can pass/receive a ball with control. | Skills I can use appropriate equipment to cut, grate and spread. I can select a balanced combination of ingredients. | |
| | I can collaborate to produce a large-scale collage. | | I can dribble a ball with feet. | | |
| | | | I can move towards a goal to defend it. | Design I can design a healthy wrap, naming the ingredients. | |
| | | | I can compete against others trying to score. | | Make I can use the appropriate food preparation techniques to make a healthy wrap. |
| | | | | | Evaluate I can evaluate my wrap, based on a taste test. Show what you know |
| Composite: | Prints using fruits and sponges. Collage using a combination of shapes and mixed materials. | Children perform accurate movement pattern on small/large apparatus with good posture, maintaining contact it. | Children will play a game of 3 attackers and 1 defender. | Design and make a healthy wrap. | |
| Impact: | Children understand what a portrait is and begin to use correct feature placement. They understand how prints and mixed materials can be used to create a portrait in the style of the artist. | REAL PE – Personal Cog Children can follow instructions, practise safely and work on simple tasks independently. | Children participate in team games – showing good awareness of others. They pass a ball with control and show control when moving, changing speed and direction, both with and without a ball. | Children can name the main food groups and identify foods that belong to each group. Describe the taste, texture and smell of a given food. Construct a wrap that meets the design brief and their plan considering food combinations. | |

| | PSHE  | PSHE  | PSHE (Special Week)  | Music  |
|-------------------------|--|--|---|---|
| Unit title: | Brook Learn 1 Unit: Respecting uniqueness | Brook Learn 2 Unit: Our communities | Theme: Stay Safe Week | Unit: I wanna play in a band |
| Builds On: | Year: 1 Term: Autumn 2 Unit: People who care for us | Year: 1 Term: Autumn 1 Unit: Welcome to school | Year: 1 Term: Autumn 1 Unit: Stay Safe Week | Year: 1 Term: Summer 1 Unit: Your imagination |
| Memory Master: | On the board create a list/image to show different people who care for us and their special qualities. | Use the school website to quiz the class about the special roles of adults around the school. | Make a whole class mind map showing ways to keep safe at the beach. | Revisit songs previously learnt in Year 1. |
| Lesson Sequence: | I can explain what special and unique mean. | I can explain what a community is. | I can name and explain the RNLI's four rules to keep safe by the sea. | I can listen and appraise I wanna play in a band |
| | I can describe my own special and unique characteristics. | I can understand what gender stereotypes are and why they can be harmful. | | I can learn to sing I wanna play in a band |
| | I can explain how we respect the special and unique characteristics of others. | | | I can compose my own words to I wanna play in a band. |
| Composite: | Write a poem about being special and unique. | Create a Venn diagram showing people in our home, school and wider community. | Create a poster showing the RNLI's four rules for safety by the sea. | I can add a beat using instruments to Hands, Feet, Heart. |
| Impact: | Children will be proud of their uniqueness and be respectful to the differences of others. | Children will be aware and respectful of the different people within the community, and their roles. | Children will use the RNLI's rules to make informed safety choices when at the beach. | Children will develop an integrated approach to music, as well as singing, playing instruments and improvising. |