


<p>Topic Name – Our Capital City</p> <p>Dispositions Developing Community:</p> <p>Cultivating Inclusion, Identity and Belonging.</p>		<p>Year Group - Year 1 Spring 1</p> <p>Topic Purpose Question – How do the human and physical features of London make it unique?</p>	<p>Curriculum Coverage: Geography</p> <p>Topic Purpose – To develop an understanding about the physical and human characteristics of the United Kingdom especially focusing on subject specific vocabulary and begin to use geographical skills. This topic will include a detailed exploration of the characteristics and features of the capital city, London.</p>	<p>Class Novel: The Adventures of Paddington Bear</p> <p>Purpose- Topic specific vocabulary and setting to give the children more information about this topic area.</p>
<p>Links to previous topics.</p> <p>EYFS Story Time</p> <p>EYFS Big Wide World</p> <p>Links to future topics.</p> <p>Year 2 The Coast</p> <p>Year 2 Explorers</p> <p>Year 4 Mountains and Rivers</p> <p>Year 6 World Wars</p>	<p>History – Spring Term Coverage</p> <p>Event beyond living memory that are significant nationally and globally.</p> <ol style="list-style-type: none">How can we work out why the Great Fire started?What actually happened during the Great Fire and how can we know for sure 350 years later?Why did the Great Fire burn down so many buildings?Could more have been done to stop the Fire?How did people manage to live through the Great Fire? <p>Key Vocabulary: A long time ago, Source, Evidence, Historical event, Diary, Pitch/Tar, Thatch, Flammable, Pudding Lane, Samuel Pepys</p> <p>Science</p> <p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Pupils should use the local environment through the year to explore and answer questions about plants growing in their habitat. They should observe the growth of flowers and vegetables that they have planted.</p> <p>They should revisit and become familiar with flowers, examples of deciduous and evergreen trees and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seeds, trunk, branches, stem).</p> <p>Key Vocabulary: deciduous, evergreen, leaves, flowers, blossom, petals, fruit, roots, bulbs, seed, trunk, branches, stem.</p>	<p>Geography</p> <p>Locational</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Activity: Locate each country and its capital city. Explore the seas which surround the United Kingdom.</p> <p>Human</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town.</p> <p>Activity: Looking at the London maps to identify human features – how do we know these human features.</p> <p>Skills and Fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom.</p> <p>Activity: Locate each country in the Atlas and on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps; and use and construct basic symbols in a key.</p> <p>Activity: Locate from aerial photographs landmarks of London.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Activity: Positional language to find Buckingham Palace from a starting point – simple route planning.</p> <p>Key Vocabulary: Capital, United Kingdom, England, Scotland, Wales, Northern Ireland, London, City, town, Human feature, Physical feature, Landmarks.</p>		
<p>Art</p> <p>Drawing</p> <p>About the work of a range of artist’s craft makers and designers, describing the differences and similarities between the different practices and disciplines, and making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Activity: Explore the work of artist Stephen Wiltshire. Draw a London landmark from memory, like Stephen Wiltshire. Ask the children which London landmark they want to draw. Revisit and develop their drawings over time.</p> <p>Key Vocabulary: Think, thin, soft, broad, narrow, fine, pattern, line, shape, detail, shade, smudge, blend, drawing pencils.</p>	<p>PE</p> <p>Games (Run, Jump, Throw)</p> <p>PE Hub Planning</p> <p>To start and stop moving at speed.</p> <p>To use arms when running at different speeds.</p> <p>To take off on two feet when jumping a distance.</p> <p>To use the correct technique when throwing objects over a distance.</p> <p>Dance (Bhangra) PPA - Sports Coach</p> <p>To be able to perform 5 hand gestures.</p> <p>To link the gestures to everyday movements.</p> <p>Understand how to tell a story through gestures.</p> <p>To repeat a dance as a class.</p>	<p>Music</p> <p>During PPA – Junior Jam</p> <p>Tuned instrumentation</p> <p>Ukuleles</p> <p>Lite Level 1</p>		
<p>Computing</p> <p>Programming A – moving a robot</p> <p>Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p> <p>Key Vocabulary: Forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, plan, algorithm, program, route</p> <p>See planning</p>	<p>PSHE</p> <p>Dreams and Goals.</p> <p>My Treasure Chest of Success</p> <p>Steps to Goals</p> <p>Achieving Together</p> <p>Careers Day</p>	<p>RE</p> <p>Theme: Jesus as a friend</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religions: Christianity</p> <p>Disposition:</p> <p>Sharing and being generous</p>	<p>Writing focus connected to topic</p> <p>See writing map</p> <p>Extended/linked reading</p> 