









<p>Topic Name – Our Capital City Dispositions Developing Community: Cultivating Inclusion, Identity and Belonging.</p> 	<p>Year Group - Year 1 Spring 1 Topic Purpose Question – How do the human and physical features of London make it unique?</p>	<p>Curriculum Coverage: Geography 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 Purpose- Topic specific vocabulary and setting to give the children more information about this topic area.</p>
<p>Links to previous topics. EYFS Story Time EYFS Big Wide World</p> <p>Links to future topics. Year 2 The Coast Year 2 Explorers Year 4 Rivers Year 6 World Wars</p>	<p>Engage Stage</p> <p>Workshop on the Great Fire of London</p> <p>History 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>Geography Locational Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Activity: Locate each country and its capital city. Explore the seas which surround the United Kingdom.</p> <p>Human Use basic geographical vocabulary to refer to key human features, including: city, town. Activity: Looking at the London maps to identify human features – how do we know these human features.</p> <p>Skills and Fieldwork Use world maps, atlases and globes to identify the United Kingdom. Activity: Locate each country in the Atlas and on a map. 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. Activity: Locate from aerial photographs landmarks of London. 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. 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>Science Plants 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>Art Drawing 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>Computing Delivered through Junior Jam (PPA) iSecure -isafe Lite Level 1 How to keep themselves safe whist on digital devices. They will learn about trusting the internet, both with things they see and people they may encounter.</p> <p>See separate planning</p>	<p>Music Delivered through Junior Jam Music Theory with Keyboards Lite Level 1 See separate planning</p> 	
<p>PE Games (Run, Jump, Throw Unit 1) – Sport Coach Led To start and stop at speed. To use leading arm to help us throw. To take off on two feet when jumping a distance. To use the correct technique when throwing objects over a distance. To move in different ways to show good balance, coordination and agility. To take part in competition involving running, throwing and jumping. Key Vocabulary: backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fast.</p> <p>Dance Unit 2 – Teacher Led To perform actions to well known nursery rhymes. To march in time to a beat and turn while marching. To march in time as a group. To perform actions in canon (one after another). To perform a short dance using canon. To perform in rounds in different groups. Key Vocabulary: compose, chose, select, emotions, canon, rhyme, theme, character, round, response.</p>	<p>PSHE Dreams and Goals. My Treasure Chest of Success Steps to Goals Achieving Together Careers Day</p>	<p>RE 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: Sharing and being generous</p> <p>Key Vocabulary: Bible Jesus Friend Heal Incarnation</p>	<p>Oracy</p>  <p>Physical</p> <p>Are you thinking about the speed and volume of your voice?</p>  <p>Are you using gestures and expression to help make your point?</p>  <p>Are you facing who you are speaking or listening to?</p> <p>Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> I think... I know... I can see.... I can hear.... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> Also... And... <p>Challenge – Give reason/s to disagree or present an alternative argument.</p> <ul style="list-style-type: none"> I disagree with...because...

Developing our children's spirituality through the curriculum.

	Mirrors – Looking in... Self-Reflection – own feelings/ thoughts/ beliefs 	Windows – Looking out... Understanding/ Exploring Others and the World 	Doors – Looking through... Take what we've learnt/ discovered and turn it into action 
History	Have you ever felt worried or scared like the people in the fire might have felt? What helped you feel safe? When have you helped someone who needed you? How would you feel if you had to leave something important behind, like families did during the fire?	What do you notice about how people helped each other during the Great Fire? What do you notice about how the city changed after the fire? How do you think people felt when they saw the fire spreading? What do you think people learned from the Great Fire?	How can we work together in class to solve problems, just like people did during the fire? What could you do today to help someone who feels worried or scared? How can we show kindness to others in difficult situations?
Geography	Have you ever visited a city or a town? What did it feel like? How do you feel when you look at places from above, like in an aerial photo or from a high place? What places help you feel safe, happy or calm?	What do you notice when you look at the UK on a globe or atlas? What can you see from an aerial photograph that you cannot see from the ground?	What could you do to look after the place where you live? How can you show respect when visiting different places in the UK? What could you do to learn more about the world using maps and globes?
Science	Have you ever planted something and watched it grow? How did it make you feel? How do plants help you in your everyday life (e.g., giving clean air, food, shade)? When something grows slowly, like a plant, how does that remind you of times you have waited patiently for something?	How can you tell the difference between a deciduous tree and an evergreen tree when you look at them? What do you see happening as plants grow over time? What do you notice about the different parts of a plant, like the stem, roots, petals or leaves?	What can you do to help plants grow well (e.g., watering, sunlight, care)? How could you look after the plants and trees in your local environment?
Art	What makes the landmark you chose special or interesting to you? What do you enjoy most about drawing and creating art? How do you feel when your drawing improves each time you revisit it?	What do you notice about Stephen Wiltshire's drawings of cities and landmarks? What shapes, lines or patterns can you see in the London landmark you want to draw?	What could you do to improve or develop your drawing the next time you revisit it? How can you show kindness and encouragement to others when they share their drawings? What new landmark or building would you like to draw next, inspired by Stephen Wiltshire? How can you keep practising your drawing to become more confident and creative?