






<p><b>Topic Name – Our Capital City</b>  <b>Dispositions Developing Community:</b>  Cultivating Inclusion, Identity and Belonging.</p> 	<p><b>Year Group - Year 1 Spring 1</b>  <b>Topic Purpose Question – How do the human and physical features of London make it unique?</b></p>	<p><b>Curriculum Coverage: Geography</b>  <b>Topic Purpose –</b> 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><b>Class Novel: The Adventures of Paddington Bear</b>  <b>Purpose-</b> Topic specific vocabulary and setting to give the children more information about this topic area.</p>
<p><b>Links to previous topics.</b>  EYFS Story Time  EYFS Big Wide World</p> <p><b>Links to future topics.</b>  Year 2 The Coast  Year 2 Explorers  Year 4 Rivers  Year 6 World Wars</p>	<p><b>Engage Stage</b></p> <p>Workshop on the Great Fire of London</p> <p><b>History</b>  Event beyond living memory that are significant nationally and globally.</p> <ol style="list-style-type: none"> <li>How can we work out why the Great Fire started?</li> <li>What actually happened during the Great Fire and how can we know for sure 350 years later?</li> <li>Why did the Great Fire burn down so many buildings?</li> <li>Could more have been done to stop the Fire?</li> <li>How did people manage to live through the Great Fire?</li> </ol> <p><b>Key Vocabulary:</b> A long time ago, Source, Evidence, Historical event, Diary, Pitch/Tar, Thatch, Flammable, Pudding Lane, Samuel Pepys</p>	<p><b>Geography</b></p> <p><b>Locational</b>  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><b>Human</b>  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><b>Skills and Fieldwork</b>  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><b>Key Vocabulary:</b> Capital, United Kingdom, England, Scotland, Wales, Northern Ireland, London, City, town, Human feature, Physical feature, Landmarks.</p>	
<p><b>Science</b></p> <p><b>Plants</b>  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.  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><b>Key Vocabulary:</b> deciduous, evergreen, leaves, flowers, blossom, petals, fruit, roots, bulbs, seed, trunk, branches, stem.</p>			
<p><b>Art</b></p> <p><b>Drawing</b>  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 <b>Stephen Wiltshire</b>. 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><b>Key Vocabulary:</b> Think, thin, soft, broad, narrow, fine, pattern, line, shape, detail, shade, smudge, blend, drawing pencils.</p>	<p><b>Computing</b></p> <p><b>Delivered through Junior Jam (PPA)</b>  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><b>Music</b></p> <p><b>Delivered through Junior Jam</b>  Music Theory with Keyboards  Lite Level 1  See separate planning</p> 	
<p><b>PE</b></p> <p><b>Games (Run, Jump, Throw Unit 1) – Sport Coach Led</b>  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.  <b>Key Vocabulary:</b> backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fast.</p> <p><b>Dance Unit 2 – Teacher Led</b>  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.  <b>Key Vocabulary:</b> compose, chose, select, emotions, canon, rhyme, theme, character, round, response.</p>	<p><b>PSHE</b></p> <p><b>Dreams and Goals.</b>  My Treasure Chest of Success  Steps to Goals  Achieving Together  Careers Day</p>	<p><b>RE</b></p> <p>Theme: Jesus as a friend</p> <p><b>Key Question:</b> Was it always easy for Jesus to show friendship?</p> <p>Religions: Christianity</p> <p>Disposition:  Sharing and being generous</p> <p><b>Key Vocabulary:</b>  Bible  Jesus  Friend  Heal  Incarnation</p>	<p><b>Oracy</b></p>  <p><b>Physical</b></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><b>Instigate - Starts the discussion or moves it onto a new point.</b></p> <ul style="list-style-type: none"> <li>I think...</li> <li>I know...</li> <li>I can see....</li> <li>I can hear....</li> </ul> <p><b>Build - Adds to or builds on an idea.</b></p> <ul style="list-style-type: none"> <li>Also...</li> <li>And...</li> </ul> <p><b>Challenge – Give reason/s to disagree or present an alternative argument.</b></p> <ul style="list-style-type: none"> <li>I disagree with...because...</li> </ul>