


	<p>Activate:</p> <p>Can I still recall...?</p> <p>...how to describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>...how to draw information from a simple map</p> <p>WALT: locate the school on an aerial photograph IAT: explain that aerial means from above. IAT: explain that objects look different from an aerial view. IAT: recall the name of the country I live in. IAT: recall the name of the village/town/city I live in. IAT: identify three features of my local area on an aerial photograph. IAT: locate the country I live in on a map.</p>	<p>Where in the world are we?</p> <p>WALT: create a map of the classroom</p> <p>IAT: understand a map is a picture of a place from above. IAT: explain we use a map to find out information about a place. IAT: represent four classroom features using objects to create a messy map. IAT: begin to use directional language to describe the location of features.</p>	<p>What can we see in our classroom?</p> <p>WALT: locate key features of the playground. IAT: identify four features in the school grounds. IAT: use a simple map to identify these features. IAT: begin to use directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location.</p>	<p>What can we find in our school grounds?</p> <p>WALT: draw a simple map. IAT: draw three features on a map. IAT: use simple shapes or symbols. IAT: use directional language to describe the location of features.</p>	<p>Where are the different places in our school?</p> <p>WALT: investigate how we feel about our playground IAT: explain how I feel about three areas of the playground. IAT: complete a questionnaire to express my opinion. IAT: summarise the results of a survey.</p>	<p>To investigate how we feel about our playground?</p> <p>WALT: create a design to improve our playground IAT: draw a design to improve three areas of the playground. IAT: use the results from the survey to think of ideas for my design.</p>
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<p>Computing  Kapow Year 1 > Key Stage 1 > Computing > Programming 1 Algorithms Unplugged</p>	<p>Key Question: What is an algorithm?</p>					
	<p>What is an algorithm? WALT: understand what an algorithm is Watch link: "BBC Bitesize KS1 - What is an algorithm?" IAT: explain that an algorithm is a set of instructions. IAT: explain instructions sometimes need to be carried out in order. IAT: find more than one way to solve a problem.</p>	<p>What keywords or language make your instructions clearer to follow? WALT: follow instructions precisely to carry out an action "BBC Bitesize KS1 - What are computer bugs?" IAT: explain why an algorithm must be clear and precise. IAT: explain the problems a robot can have following our instructions.</p>	<p>What is decomposition and how can it help me to solve problems? WALT: understand and be able to explain what decomposition is. Read through the webpage 'BBC Bitesize Second level - What is decomposition?' IAT: explain what decomposition is. IAT: understand how decomposition allows you to solve a problem more easily. IAT: explain how we use decomposition in our everyday lives.</p>	<p>How do I draw shapes? How do I edit shapes? WALT: debug an algorithm IAT: spot bugs in algorithms. IAT: fix the error (debug it) and explain the problem it caused.</p>	<p>What are input and output devices? WALT: understand that computers and devices around us use inputs and outputs Link: 'BBC bitesize KS2 - What are input and output devices?' IAT: identify some input devices. IAT: identify some output devices. IAT: identify some devices that are both input and output devices.</p>	

<p>Art and DT</p> <p><i>Kapow Primary</i></p> <p>Structures Constructing Windmills</p>	<p>Key Question: How can I construct a windmill?</p>					
	<p>What is a structure? What are the three main parts of a windmill? WALT: include individual preferences and requirements in my design</p>	<p>How can I build a structure that is stronger, stiffer and more stable? WALT: make a stable structure</p>	<p>Can I cut, assemble and attach my turbine and axel to my structure correctly? WALT: assemble the components of my structure</p>	<p>What techniques can I use to mark make? WALT: develop an understanding of mark-making</p>	<p>Can I test and evaluate my structure and reinforce and alter it if necessary? WALT: evaluate my project and adapt my design</p>	
<p>Music</p> <p><i>Kapow Primary</i></p> <p>Musical Vocabulary (Theme: Under the Sea)</p>	<p>Key Question: Which words can I use to talk about a piece of music? Can I explain what effects each musical word can create?</p>					
	<p>What happens to the speed of the music? WALT: learn the musical vocabulary: pulse and tempo</p> <p>pulse tempo</p>	<p>How was timbre used with dynamics in the underwater music? WALT: explain what dynamics and timbre are</p> <p>dynamics timbre</p>	<p>What do the words pitch and rhythm mean? How did we use pitch and rhythm in the piece? WALT: explain what pitch and rhythm are</p> <p>Pitch rhythm</p>	<p>Can I perform a layer within a piece of music? WALT: explain what texture and structure are</p> <p>texture structure</p>	<p>What is pitch / pulse / rhythm / tempo / timbre / structure / texture / dynamics? WALT: understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p>	
<p>RE</p>	<p>1.7 Who is Jewish and how do they live? (2) (Referenced to Gloucestershire Agreed Syllabus)</p>					

<p>Colour key:</p> <p>Making sense Understanding impact Making connections</p> <p><u>Our Friend Jewish celebrations:</u></p>	<p>What can I remember about Judaism?</p> <p>WALT: activate three things we know about Judaism</p> <p>Add to our class 'Spiritualitree'</p>	<p>Can you retell the story of Chanukah? WALT: Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>WALT: identify precious objects in our own homes and precious objects found in many Jewish homes</p> <p>Chanukah Menorah Celebrate Remember Symbol</p>	<p>What special objects might we find in a Jewish home?</p> <p>WALT: find out about how the 9-branched Chanukiah links to the story of Chanukah.</p> <p>WALT: re-tell simply some stories used in Jewish celebrations</p> <p>WALT: give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p> <p>WALT: give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>Chanukiah</p>	<p>What brilliant questions can we ask about Chanukah? Which questions story that makes them wonder or puzzles them (eg How did the oil last for eight days? Where is Jerusalem? Why didn't Judah and his army give up and do what the rulers wanted? How is oil made?</p> <p>How did the small army manage to beat the bigger more powerful one? How and why do Jewish people have Shabbat each week?</p> <p>WALT: give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>WALT: make links between Jewish ideas of God found in the</p>	<p>How do Jewish people celebrate Chanukah?</p> <p>What have we learnt about Shabbat and what does it mean for our own lives?</p> <p>WALT: talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p>	<p>What is important at Chanukah time?</p> <p>What do we know about Chanukah? What have we learnt about important things in Jewish life? What is important in our own lives?</p> <p>WALT: give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>
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				<p>stories and how people live</p> <p>WALT: give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>Judah oil miracle Maccabees Synagogue Temple Dreidel</p>		
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Maths	Calculation: Addition and Subtraction				Geometry- Properties of Shape: Shapes and Patterns		Consolidation Assess/Review
	Introduce parts and wholes Part-whole model Write number sentences Fact families - addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition - add together Find a part Subtraction - find a part Fact families - the eight facts Subtraction - take away/cross out (How many left?) Take away (How many left?) Subtraction on a number line				Recognise and name 3-D shapes Step 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes Step 5 Patterns with 2-D and 3-D shapes		
Maths - Continuous	Calculation: Addition and Subtraction, Number bonds, place value including part/whole models						

Science The Human Body	Key Question: Can I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense?
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<p>White Rose Science</p> 	<p>Pattern seeking</p> <p>Enquiry question-Do the oldest children have the longest feet?</p> <p>WALT: name and identify parts of the human body</p> <p>IAT: correctly identify the neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth. body</p>	<p>Pattern seeking</p> <p>Enquiry question-Do the youngest children have the longest feet?</p> <p>WALT: Draw and label parts of the human body body parts different pattern longest shortest</p>	<p>Which body part do you use to see?</p> <p>WALT: explore sight</p> <p>IAT: explain that sight is one of the five senses</p> <p>IAT: identify that humans use their eyes to see.</p> <p>IAT: look closely at my own eyes</p> <p>IAT: identify the eye colour of my eyes</p> <p>IAT: identify any similarities and differences between my eyes and the eyes of others.</p> <p>IAT: perform simple tests to investigate sight</p> <p>Can you see in the dark?</p> <p>similarities differences</p>	<p>Which body part do you use to hear?</p> <p>WALT: explore sound</p> <p>IAT: explain that sound is one of the five senses</p> <p>IAT: identify that humans use their ears to hear sounds.</p> <p>IAT: identify sounds heard on a sound walk</p> <p>IAT: describe sounds played on different instruments.</p> <p>IAT: identify the source of a sound played to them</p> <p>IAT: develop my vocabulary to describe different sounds.</p> <p>In this step, there are links to the "abstraction counting principle" covered in Reception maths. Children can count claps heard, or the sound of items being dropped into an opaque bucket.</p>	<p>Which body part do you use to taste?</p> <p>WALT: explore taste</p> <p>IAT: look at my mouth to identify the teeth and tongue.</p> <p>IAT: understand that their tongue helps them to taste food.</p> <p>IAT: understand that there are five basic tastes - sweet, salty, bitter, sour and savoury.</p> <p>IAT: sort and group different foods based on their dominant taste.</p> <p>IAT: explore how removing a dominant sense can affect other senses. (For example, when sight is removed,)</p>
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			investigate		
Seasonal Changes (Winter)				<p>In which season does it rain the most?</p> <p>WALT: Find out how long it takes for the ground to dry after it has been raining. Find out if more rain takes longer to dry and the effect rain has on the environment.</p>	<p>Why do you think leaves turn brown in the Winter?</p> <p>What colours can you find outside in the autumn?</p> <p>Does this change across the seasons?</p> <p>WALT: compare a variety of leaves to discover which leaf is strongest/ provides the best shade cover and is best at directing water.</p>
Dance LH WALT: Perform dances using simple movement patterns Move PE Dance: Toys	Key Question: Can I perform dances using simple movement patterns?				
	Lesson 1: Playdough How many different shapes can you make? WALT: change the speed, weight and size of my movements	Lesson 2: Sticky, stretchy man Can I perform a dance using a simple movement pattern? Can I repeat it? WALT: dance in different formations	Lesson 3: The Ball Can I move with an object. pretend to be an object and dance with a partner as an object? (stimuli) WALT: move in response to stimuli	Lesson 4: Clockwork Toys Can I perform a dance moving to a rhythm? WALT: move to a rhythm	Lesson 5: Jack in a Box Can I act and react with a partner? WALT: dance a duet
PE/Games/ Dance PPA Prostars	Key Question: How can we use balance, agility and co-ordination with a range of gymnastics equipment?				

<p>PSHE Scarf Growing and Changing <u>Me and My Relationships</u> Health and wellbeing: Healthy Lifestyles SCARF resources</p> <p>N.B. Scarf Lesson 1: Healthy Me was completed in Autumn 1 during The Life Education Centre Workshop</p>	<p>Scarf Lesson Title: Then and now What changes have happened to you since you were a baby? baby adult growing</p>	<p>Scarf Lesson Title: Taking care of a baby What do babies need? How do you look after a baby? What things need to be done to look after a baby? care love need</p>	<p>Scarf Lesson Title: Who can help (2) Who can help? Is it being unkind, teasing or bullying?</p>	<p>Scarf Lesson Title: Surprises and secrets What is the difference between a secret and a nice surprise? Who can you talk if you feel uncomfortable about any secret you are told, or told to keep? trusted adult</p>	<p>Scarf Lesson Title: Keeping privates private What are the words that we give to the parts of our body that we need to wipe/pat? Is it the same for boys and girls? Which parts of bodies are private? How can private parts be kept private? Who can you talk to about your private parts? growing changing baby, child, young adult, adult heart brain stomach lungs trusted adult vulva penis private</p>
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