



Mission Statement:

- * We want our children to make outstanding progress through a broad, knowledge rich curriculum which is relevant to our community; with child friendly purpose that ignites their curiosity and enthusiasm whilst embedding a love of learning.
- * We want our children to have high aspirations and expectations for themselves that are inspired by positive role models
- * In our curriculum, children will have a love of literature, experience a range of relevant cultural experiences and have their heritage, talents and skills celebrated

ENGLISH

Talk for writing:
Narrative journey story based on Little Charlie.

Writing a biography.

Handwriting - correct pencil grip and letter formation.

Reading - visualise based on a text. Retrieve information that they have already read. Explore the use of vocabulary and learn new words. Infer information from the text and explain how they know this.

MATHS

Multiplication and Division
Length and height
Place value to 50.
Position and Direction

SCIENCE

- 1) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- 2) Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- 3) Describe and compare the structure of a variety common animals.
- 4) Observe changes across the four seasons.
- 5) Observe and describe weather associated with the seasons and how day length varies.

GEOGRAPHY

To know the location of hot and cold areas in the world in relation to the Equator and the North and South poles. To use a map of the world to locate the hot and cold areas in the world.

RE

Who is Jewish and how do they live?
Why does Easter matter?

Hot and Cold
Year 1

COMPUTING

Program with animals moving around the screen, each with sound effects recorded by pupils. Understand what algorithms are. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.

PSHE / SMSC / PHILOSOPHY / VALUES

Keeping healthy.
Keeping clean.

MUSIC

Play tuned and untuned instruments. Use their voices expressively and creatively. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds.

ART/DT

Building igloos and ice sculptures.
Looking at the work of Ted Harrison (Canadian artist) in Enrichment sessions.
Cooking (during Enrichment sessions)

PE

Dance
Develop skills of travelling, turning, stillness; changing shape, size, direction, level, speed and actions, using words as the stimuli.
Gymnastics
Develop fundamental movement skills & extend agility, balance and co-ordination. Engage in co-operative physical activities & master basic jumping actions

STUNNING START

Creating our classroom environment.



MOTIVATING MIDDLE

Base camp day



EXPLOSIVE END

Topic Showcase

Visit to Twycross Zoo (links to Science)

TEAM SKILLS

Team skills will be worked on in PE. The children will also have to work together to create their classroom environment. The children will also have enterprise and enrichment opportunities.

COMMUNITY RELEVANCE / LINKS

To understand traditions and the importance of family in different cultures.

ENTERPRISE

The children will work together to make and serve food from hot and cold countries to raise money for a charity.

ASPIRATION / ROLE MODELS / VISITORS

Famous explorers.
Meet and interview an explorer. (Write a report for a newspaper)

CULTURAL EXPERIENCES

A day at base camp. (Arctic Explorers day)

WHAT DO CHILDREN WANT TO LEARN / KNOW?

Which countries are hot?
Which countries are cold?
Where do animals come from?
What is it like in the Arctic?
What is an explorer?
How fast does ice melt?
Why is the climate changing? How can we help to stop this happening?
How can we save the polar bears?

SPECIAL THEME DAYS / BLOCKS

A day at base camp (Arctic Explorers day)

Visit to Twycross Zoo.

KNOWLEDGE END POINTS

- Excite them in their learning
- Enrich their knowledge of the topic
- For children to have a Christian Values led sense of purpose
- Be skilled in speaking and working in a team;
- Ask questions and deepen their thinking;
- Have aspirations and thrive in learning independently
- Experience learning about positive role models
- Have their talents and skills celebrated and recognised
- Develop a love of Literature