

Topic Map Class 1 Term 1/2 2024/25 - Going Green				
(Please note that the objectives within the learning sequence are summary of learning within our mixed classes, for more detailed year group specific objectives please refer to our Skills and Knowledge Progression documents)				
<p><u>Geography Sequence of Learning</u> <u>ELG - UTW - People, culture and Communities.</u></p> <p>1) Look at planet Earth and locate features such as the equator and North and South poles. Discuss what the weather might be like in these parts of the world. 2) Discuss the four seasons and how the weather changes in each season. Do all parts of the world have seasons? 3) Look at the weather in different parts of the UK on a daily basis. Does it vary in each country? Why? 4) Keep a record of the temperature over the term. What do we notice as the seasons change? 5) Look at a map of the UK with compass directions labelled. Find landmarks in the North, South, East and West.</p> <p><u>Assessment Activity</u></p> <p><u>Music Sequence of Learning</u> <u>ELG - EAaD - Being Imaginative and Expressive</u></p> <p>Term 1 - Pulse, Rhythm and Pitch 1) Listen and respond 2) Learn to sing the song 3) Play instruments with the song 4) Composing and Improvising 5) Perform the song</p> <p>Term 2 - Playing in an orchestra 1) Listen and respond 2) Learn to sing the song 3) Play instruments with the song 4) Composing and Improvising 5) Perform the song</p> <p><u>Assessment Activity</u></p> <p><u>Art Sequence of Learning</u> <u>ELG - PD - Fine Motor Skills</u> <u>ELG - EAaD - Creating with materials</u></p> <p>1) Discuss what sculpture is. Look at different examples and sketch ideas. 2) Explore a variety of materials and experiment with sculpture. 3) & 4) Make a sculpture. 5) Celebrate and share sculptures made.</p> <p><u>Assessment Activity</u> To create a sculpture.</p>	<p><u>Computing Sequence of Learning</u></p> <p>Digital Literacy - Online Safety & exploring Purple mash 1) To log in safely. 2) To learn how to find saved work in the Online Work area and find teacher comments. 3) To learn how to search Purple Mash to find resources. 4) To become familiar with the icons and types of resources available in the Topics section. 5) To start to add pictures and text to work. 6) To explore the Tools and Games section of Purple Mash. 7) To learn how to open, save and print. 8) To understand the importance of logging out.</p> <p>Digital Literacy - Effective Searching 1) To understand the terminology associated with searching. 2) To gain a better understanding of searching on the Internet. 3) To create a leaflet to help someone search for information on the Internet.</p> <p>Computer Science - Lego Builders 1) To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. 2) To follow and create simple instructions on the computer. 3) To consider how the order of instructions affects the result.</p> <p><u>Assessment</u> Pieces of work from each block are saved in the pupil's folders on Purple Mash.</p>	<p><u>P.E. Sequence of Learning</u> <u>ELG - PD - Gross Motor Skills</u> <u>Dynamic Balance to Agility</u></p> <p>1. Jump from 2 feet to 2 feet forwards, backwards and side-to-side. 2. Jump from 2 feet to 2 feet with quarter turn in both directions. 3. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</p> <p>Balance - Static Balance - seated 1. I can balance in a seated position with both hands and feet on the floor. 2. I can balance with 1 hand and 2 feet on the floor. 3. I can balance with both hands and 1 foot on the floor. 4. I can balance with 1 hand and 1 foot on the floor. 5. I can balance with no hands or feet on the floor. 6. In a seated position I can pick up a cone from one side and swap hands and place it on the other side. 7. I can return the cone to the other side.</p> <p>Coordination - Footwork 1. Side-step in both directions. 2. Gallop, leading with either foot. 3. Hop on either foot. 4. Skip. 5. Combine side-steps with 180° front pivots off either foot. 6. Combine side-steps with 180° reverse pivots off either foot. 7. Skip with knee and opposite elbow at 90° angle. 8. Hopscotch forwards and backwards, hopping on the same leg (right and left).</p> <p><u>Gymnastics</u> <u>Travel</u> 1. To walk, march, jog, side step, skip and slide on the floor, with hand apparatus, on low apparatus and on large apparatus. 2. To jump, gallop, cat leap, roll, bunny hop, crab walk and bear walk on the floor, with hand apparatus, on low apparatus and on large apparatus.</p> <p>Balance 1. To balance on 1 foot, stomach, side, bottom and feet, hands and feet and hands and 1 knee on the floor, with hand apparatus, on low apparatus and on large apparatus. 2. To balance on the above and on 1 knee and 1 hand, 2 hands and 2 feet, 2 hands and 1 foot on the floor, with hand apparatus, on low apparatus and on large apparatus.</p> <p><u>Assessment Activity</u></p>	<p><u>PSHE Sequence of Learning</u> <u>Me and my relationships</u></p> <p>1. Describe different emotions and explore how we feel at certain times or events. Identify ways to change feelings and calm down. 2. Identify events that can make a person feel sad and suggest ways in which they can help a friend who is sad. . Choose ways to help themselves when they feel sad. 3. Identify simple qualities of friendship and suggest simple strategies for making up. 4. Demonstrate attentive listening skills; . Suggest simple strategies for resolving conflict situations; . Give and receive positive feedback, and experience how this makes them feel. 5. Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. 6. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.</p> <p>Valuing Difference 1. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation. 2. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. 3. Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. 4. Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. 5. Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.</p> <p><u>Assessment Activity</u></p> <p>DT Sequence of Learning <u>ELG - EAaD - Being Imaginative and Expressive</u></p> <p>1) Look at examples of clothing made out of recycled materials. 2) Explore materials available. 3) Sketch ideas 4) Make outfit 5) Evaluate their design.</p> <p><u>Assessment Activity</u> Design and make an outfit out of recycled materials</p>	<p><u>Science Sequence of Learning</u> <u>ELG - UTW - The natural world</u> <u>Term 5</u></p> <p>1) Empty a bag of rubbish and sort it according to different criteria. Finally sort by the material it is made from. 2) Look at different materials and name them. Find other objects that are made from the same material. 3) Look at different materials and think of words which describe them. 4) Investigate materials which are magnetic/non-magnetic. 5) Investigate which material would be best to make an umbrella. 6) Test and evaluate umbrellas.</p> <p><u>Assessment Activity</u></p> <p>R.E. Sequence of Learning - Term 1 <u>ELG - UTW - People, culture and Communities.</u> <u>Creation Story</u></p> <p>1) Creating something special. 2) Scavenger hunt linked to Creation. 3) Ordering the Creation story. 4) Creation story artwork.</p> <p><u>Assessment Activity</u> Retelling the story of Creation by making a story wheel.</p> <p>R.E. Sequence of Learning - Term 2 <u>Christmas</u></p> <p>1) Looking at special gifts for baby Jesus. 2) The Christmas Story. 3) Retelling the Christmas Story. 4) Creating gift tags for a new baby.</p> <p><u>Assessment Activity</u> Ordering and retelling the Christmas Story.</p>
<p>English Writing to entertain</p> <p>Writing to inform</p>		<p>Maths Place value 2D and 3D shape</p>		

