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| **Topic Map Class 1 Term 5/6 2023/24 - The Olympics**  **(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)** | | | | |
| **Geography Sequence of Learning**  **ELG - UTW - People, culture and Communities.**  1) Discuss where we live in terms of village, county, country and continent. (Use of maps in the hall)  2) Use atlases to locate the four countries of the United Kingdom, their capital cities and the surrounding seas. Locate France. Which sea would we have to travel across to get there?  3) Label on a map of the UK.  4) Research characteristics of England.  5) Research characteristics of Scotland.  6) Research characteristics of Wales.  7) Research characteristics of Northern Ireland.  8) Research characteristics of France.  **Assessment Activity**  Make a leaflet about the four countries of the UK.  **Music Sequence of Learning**  **ELG - EAaD - Being Imaginative and Expressive**  **Term 5 - Having Fun with improvisation**  1) Listen and respond  2) Learn to sing the song  3)Play instruments with the song  4) Composing and Improvising  5) Perform the song  **Term 6 - Let’s perform together**  1) Listen and respond  2) Learn to sing the song  3)Play instruments with the song  4) Composing and Improvising  5) Perform the song  **Assessment Activity**  **Improvise a piece of music based on a song.**  **Art Sequence of Learning**  **ELG - PD - Fine Motor Skills**  **ELG - EAaD - Creating with materials**  1) Discuss what sculpture is. Look at different examples.  2) Look at the sculpture of Alberto Giacometti and find out about him.  3) Look at images of sports poses/sculptures and sketch ideas.  4) Choose a pose to create as a sculpture. Bend wire into the pose and wrap with tin foil.  5) Wrap in mod rock.  6) Paint.  7) Evaluate their product.  **Assessment Activity**  **To create a 3D sculpture of an olympic sport.** | **Computing Sequence of Learning**  **Information Technology - Spreadsheets**  1) To revise spreadsheet related vocabulary.  2) To use some 2Calculate tools that were introduced in year one.  3) To use copying, cutting and pasting shortcuts in 2Calculate.  4) To use 2Calcuate totalling tools.  5) To use 2Calculate to solve a simple puzzle.  6) To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects.  7) To add and edit data in a table layout.  8) To use the data to manually create a block graph.  **Information Technology - Pictograms**  1) To understand that data can be represented in picture format.  2) To contribute to a class pictogram.  3) To use a pictogram to record the results of an experiment.  **Information Technology - Presenting Ideas**  1) To explore how a story can be presented in different ways.  2) To make a quiz about a story or class topic.  3) To make a fact file on a non-fiction topic.  4) To make a presentation to the class.  **Assessment**  **Pieces of work from each block are saved in the pupil’s folders on Purple Mash.** | **P.E. Sequence of Learning**  **ELG - PD - Gross Motor Skills**  **Agility - Reaction and Response**  From 1, 2 and 3 metres:  1. React and catch large ball dropped from shoulder height after 2 bounces.  2. React and catch large ball dropped from shoulder height after 1 bounce.  3. React and catch tennis ball dropped from shoulder height after 1 bounce.  **Balance - Floor work**  1. I can hold a mini-front support position.  2. I can reach around and point to the ceiling with either hand in a mini-front support.  3. I can place a cone on my back and take it off with the other hand in a mini-front support.  4. I can hold a mini-back support position.  5. I can place a cone on my tummy and take it off with the other hand in a mini-back support.  **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).  **Gymnastics - rotation**  1. To perform pencil rolls, rotation on the bottom, patter turn on feet and dish and arch rolls.  2. Perform the above with equipment.  3. Perform the above on small apparatus.  4. Add rolls to a sequence when working on the large apparatus.  **Swimming**  1. Enter the water safely  2. Move in a stretched floating position.  3. Regain an upright position from floating on the front.  4. Regain an upright position from floating on the back.  5. Push and glide in a horizontal position.  6. Travel on the front and back for 5 or 10 metres.  7. Have an understanding of the water safety code.  8. Exit the water safely.  **Assessment Activity**  **To perform a gymnastic sequence with some rotation.**  **To complete basic skills in swimming.** | **PSHE Sequence of Learning**  **Being my best**  1) Discuss the different parts of our bodies and their function.  2) Discuss the different food groups and which we should eat more/less of.  3) Discuss how we take care of our teeth.  4) Discuss keeping our hands clean when we touch food and how vaccinations can keep us well.  5) Discuss how our behaviour affects people around us. Think of ways we can change our behaviour.  6) Discuss how giving & receiving praise makes us feel.    **Growing and changing**  We will be covering the Relationships and Sex Education (RSE) aspect of PSHE in the second half of this half term. Parents will receive a letter detailing the contents nearer the time.  **Assessment Activity**  **Make a leaflet to inform people how to keep healthy.**  **DT Sequence of Learning**  **ELG - EAaD - Being Imaginative and Expressive**  1) Look at different designs of Olympic T.shirts. Discuss the significance of the images.  2) Sketch ideas for images for this year’s Olympic games.  3) Choose favourite images and place them on a design of a T.shirt.  4) Decorate a T.shirt.  5) Evaluate their design.  **Assessment Activity**  **Design and make an Olympic T-shirt**  **R.E. Sequence of Learning - Term 5**  **ELG - UTW - People, culture and Communities.**  1) Draw somewhere that we have a sense of belonging.  2) Explore how mosques give Muslims a sense of belonging.  3) Virtual mosque tour.  4) Set up wudu routine.  5) Design a game for the whole class to join in to feel a sense of belonging.  **Assessment Activity**  **Activity sheet linked to picture cards.**  **R.E. Sequence of Learning - Term 6**  1) Make a timeline of key moments in our lives so far.  2) Learn different ways Jews show commitment to God.  3) Preparing for a Bar Mitzvah.  4) Bar Mitzvah ceremonies.  5) Create a wheel of commitment.  **Assessment Activity**  **Activity to choose 4 ways in which Jews show commitment to God.** | **Science Sequence of Learning**  **ELG - UTW - The natural world**  **Term 5**  1)Discuss the names of the different parts of our bodies. Label diagrams.  2) What do animals & humans need to survive (food, water & air)  3) Discuss ways of keeping healthy. Healthy Food.  4) Discuss ways of keeping healthy. Hygiene  5) Discuss ways of keeping healthy. Exercise  6)Discuss ways of keeping healthy. Sleep.  **Term 6**  1) Look at baby/toddler photos and talk about how we have changed. Compare to photos of us now.  2) Revise our five senses and which body part they link to. Hearing investigation. What stops/helps us to hear a whistle in the playground.  3) Smell investigation. Can we identify the things in pots by using our sense of smell?  4) Feeling investigation. Can we identify the objects by using our sense of touch?  5) Taste investigation. Can we identify the objects by using our sense of taste?  6) Sight investigation. Can we find our way without our sense of sight?  **Assessment Activity**  **Produce a double page spread on the parts of our body, our senses and staying healthy.**  **History**  **ELG - UTW - Past and present**  1) Discuss how we have changed since we were babies. What can we do now?  2) Order photos onto a personal timeline. Annotate with years and descriptions.  3) Discuss what the next phases of the timeline will be. Predict what will happen in the later stages of their life.  **Assessment Activity**  **Make a personal timeline.** |
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| **English**  **Writing to entertain**  Senses poems  Adventure stories  **Writing to inform**  Instructions for brushing our teeth  Fact sheets about countries of the UK/famous athletes | | **Maths**  Multiplication and Division  Fractions  Time  Position and direction  Statistics | | |