

Y1 Spring

Severn and Corve Class

THEME:

Shropshire Hills

(Lead subject Geography and Science)



Spiritual, Moral, Social and Cultural Development:

Personal, Social, Health and Emotional Development:

- Shropshire Respect Yourself RSE: Choices and challenges
- Shropshire Respect Yourself Think Good Feel Good: Positive Choices - range of lessons to support
- Our Nation Young Enterprise resources

In our exploration of faith we will:

- RQ13: How does religious belief influence a person's life? Hindu action and consequence; Muslim pillars; Buddhist community; Bahai unity; Sikh Langer; PEOPLE OF GOD (UC); What is it like to follow God? (2a.2 - digging deeper) How can following God bring freedom and justice? (2b.3)
- RQ14: Why do Christians celebrate Easter? Y4 unit (Salvation unit (UC) online or digging deeper for 2b.6/7)

As people (individuals and citizens) we will:

Consider developing our school grounds (Unit 6)

PE:

As Healthy Sports People we will develop our skills in:

- Striking and Fielding
- Gymnastics
- Outdoor and Adventurous Activities
- Invasion Games
- Bikeability Biannually
- hill walking locally

As geographers we will:

- Explore the hill and mountain environment (Unit 15)
- Link with the activity centre for their knowledge of Nepal and Mount Everest.
- name and locate counties and cities of the United Kingdom,
- name and locate the UK's geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- explore physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

As historians we will:

Focus upon the changes in Britain from the Stone Age to the Iron Age:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

As designers we will:

- Develop technical knowledge, design, make and evaluate shelters (6A)

As artists we will:

- Paint landscapes using watercolours and look at landscape artists
- Focus on observational drawing with a focus on Georgia O'Keefe (pastel work and silk painting).

As musicians we will:

- Focus on composition linked to the seasons. Consider Baroque music and Vivaldi's Four Seasons
- Consider a local composer such as Phil Mountford (film scores)
- Saints Saen - Carnival of Animals (link to French)

Literacy:

- As appropriate to pupil progress - see expectations for year group
- Explanation texts - how mountains are created.
- Instructions - how to build the shelter
- Descriptions of the rolling Shropshire hills
- Poetry
- Adventure stories.
- Persuasion - should we build a wind farm on the Brown Clee?

Numeracy:

- As appropriate to pupil progress - see expectations for year group
- Consider use of Ordnance Survey maps to develop use of grid references and data regarding heights of hills/distances etc.

As experts in computing we will:

- Design interactive powerpoints with a range of visual tools and animations: mountains of the world:
- Use animation to show the creation of the different mountains of the world:
- Research safely and appreciate how results are selected and ranked.
- Continue to create own App
- Become market researchers for our Apps (6.3)
- Become interface designers and consider the look and feel of our App (6.4)

As scientists we will focus on:

All living things:

- Plants - describe the life process of reproduction in some plants.
- Life Cycles - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Unit 5B)

Forces:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (paper helicopter experiment; investigating factors)
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces (rockets investigation; boat design investigation)

As linguists we will develop our skills in the French language through:

- The Four Seasons (unit 17)
- The Carnival of Animals (Unit 11)
- recapping general conversation, numbers, colours, alphabet