

Y1: Autumn Term

THEME: The Victorians



Spiritual, Moral, Social and Cultural Development:

Personal, Social, Health and Emotional Development:

- Class/school codes of conduct
- Getting on and saying no to bullying

Our City: Young Enterprise resources for enterprise and community cohesion.

Link to trip to London (if co-incides) through studying the local democracy (unit 10)

In our exploration of faith we will consider:

RQ6: Why should we respect and value the planet? Y6 unit with a focus on creation and Darwin. CREATION (UC)

Creation and Science: conflicting or complementary? (2b.2)

RQ14: Why celebrate Christmas? Y5-6 unit. INCARNATION (UC): Was Jesus the Messiah? (2b.4 digging deeper)/Why do Christians believe Jesus is God on Earth? (3.6)

Visit to a place of worship and focus on that faith.

PE

As healthy sportspeople we will:

- Improving our racket skills - tennis
- Invasion - support play and formations
- Develop Dance skills in the theme of School Drills (Pink Floyd). Oliver - Pick pocket street scenes. Step in time (Mary Poppins) Looking at playground games.

As historians we will focus on:

A local history study (a study over time tracing how several aspects of national history are reflected in the locality):

- Victorians - how did life change in our locality in Victorian times (unit 12).
- What was it like for children living in Victorian times? (unit 11)
- Local exploration of the Ironbridge Gorge and industrialisation.

As designers we will:

- Develop technical knowledge, design, make and evaluate products for Fairgrounds (unit 6c designer Mr George W Ferris) or moving toys (5c)

As geographers we will:

- Study a contrasting UK locality - London/Birmingham/Manchester (unit 13)
- Residential visit to London if this coincides.

As artists we will:

- Look at textiles and prints inspired by William Morris. We will design and produce our own.
- Wightwick Manor, Nr Wolverhampton trip.

As musicians we will:

- share music and songs from the Victorian Music Hall.
- Composing street cries exploring melodic shape and pitch Exploring compositions by Edward Elgar

As linguists we will explore the french language through:

- then and now (unit 22)
- at the theme park (unit 23)
- recapping general conversation, numbers, colours, alphabet

As experts in technology we will explore:

- Research and internet safety, (use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; acceptable use policy.)
- multimedia presentations (unit 6a - range of digital software to design and create a range of programs. Evaluate and analyse information.)
- APPS and create our own (6.1) whilst learning to be project managers (6.2)

Literacy:

- As appropriate to pupil progress - see expectations for year group
- Autobiography and biography of Queen Victoria.
- Persuasive aspect looking at the use of the cane in schools
- Explanation texts about the variety of jobs for children of Victorian times, the Great Exhibition etc.
- Poetry inspired by the mines.
- Job application for a Victorian chimney sweep.
- Recounts and diary entries following trip.

Numeracy:

- As appropriate to pupil progress - see expectations for year group
- Workhouse statistics and census data to handle and organise.

As scientists we will:

All Living things:

- Classification: mammal, amphibian, insect, bird.
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (I am a worm get me out of here)
- recognise that environments can change and that this can sometimes pose dangers to living things.
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Evolution and inheritance:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (look into adaptation of bird beaks and investigate the strengths of different designs. Fair test, recording, repeating for average results. See

