

Severn Class Title: The Battle of Britain Cycle Year: 1 Term: Summer Educational Visits: R.A.F. Cosford	Personal, Social, Health and Economic Development (including Relationships and Sex Education) Pupils will have the opportunity to:				
We will develop our English skills through the stimuli of: <ul style="list-style-type: none"> Our trip to RAF Cosford or London residential to write a recount. Talk for writing- The Gas Mask narrative Persuasive writing – playground equipment campaign Adolphus Tips by Michael Morpurgo diary writing Balanced argument In Flanders Fields by John McCrae The Piano – narrative Please see skills and knowledge in year group assessment sheets for further information. <p>Develop our Maths skills through key foci of:</p> <ul style="list-style-type: none"> Statistical Reasoning (Solve comparison, sum and difference problems using information presented in a line graph, calculate and interpret the mean as an average) Interpret and construct pie charts and line graphs and use these to solve problems Roman Numerals, Time and Revision Proportional Reasoning (Solve problems which require knowing percentage and decimal equivalents of 1, read and write decimal numbers as fractions (for example, 0.71 = 71/100), recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents, solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign) Statistical Reasoning (solve comparison, sum and difference problems using information presented in a line graph, complete, read and interpret information in tables, including timetables, convert between different units of metric measure, understand and use approximate equivalences between metric units and common imperial units multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Measures and Describing Patterns (understand and use approximate equivalences between metric units and common imperial units, money] using decimal notation including scaling Solving Problems involving the Four Operations Transition and High Value Learning <p>Design and make maths board games and design a project based on a real-life context (Rock Club)</p> <p>Developing the automaticity and fluency of number facts through mastering number.</p> <p>Please see skills and knowledge in year group assessment sheets for further information.</p> <p>As scientists we will focus on: Work scientifically. Pupils will be taught to use the following practical scientific methods, processes and skills within the topics:</p> <p>Evolution and inheritance:</p> <ul style="list-style-type: none"> 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. <p>Living things and their habitats</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, Describe the life process of reproduction in some plants and animals. Pupils work scientifically by observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking questions and suggesting reasons for similarities and differences. Look at the achievements of Naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. <p>STEM investigation: (flower dissection)</p> <p>P.E. Physical activities and sports development in the areas below (following our progression of skills): PE (Please see PE skills sheets for further guidance):</p> <ul style="list-style-type: none"> Athletics tennis OAA Bikeability Please see PE skills sheets for further guidance) <p>As experts in computing we will:</p> <ul style="list-style-type: none"> Being 3d modellers (2design and make 5.6) – considering modelling software, computer aided design and designing in 3D Programming our micro:bits by using the accelerometer to code an electronic pet that reacts to different movements Designing and coding a successful game with sound, image and animation (5.5) <p>R.E. Why do Christians believe Jesus was the Messiah? Make sense of belief: Explain the place of Incarnation and Messiah within the “big story” of the Bible. Explain connections between Biblical texts, Incarnation and Messiah using technical terms Understand the impact: Show how Christians put their beliefs about Jesus’ Incarnation into different ways in celebrating Christmas – observing Advent, church services, charity Make connections: Weigh up how far the idea of Jesus as Messiah is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers What does it mean to be a Muslim in Britain today? Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet Muhammad as the Messenger and the Qu’ran as the message. Describe ways in which Muslim sources of authority guide Muslim living – Ibadah, Five Pillars, festivals, mosque. Understand the impact: Give evidence/examples to show how Muslims put their beliefs into practice in different ways. Make connections: Consider and weigh up the value of obedience and self-control in the lives of Muslims today; articulate responses on how far they are valuable to people who are not Muslims. Reflect on/articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. As musicians we will:</p> <ul style="list-style-type: none"> Identify how music reflects different intentions, time and place; understand how this influences how music is created, performed and heard Develop a broad understanding of music from different styles and genres (year-long target) Compose a melody demonstrating step and leap. Record ideas using basic staff notation <p>Whole class ocarina lessons (see progression for skills and knowledge)</p>	<table border="1"> <thead> <tr> <th>Relationships</th><th>Changing Me</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules </td><td> <ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition </td></tr> </tbody> </table> <p>As historians we will consider the Battle of Britain: Children will learn that:</p> <ul style="list-style-type: none"> The Battle of Britain occurred in July-October 1940. The Blitz began in September 1940 The German air force was attempting to destroy the British Air Force (at the same time as fighting on other fronts) to prepare for a sea invasion of Britain Thanks to careful organization, the use of radar/technology, our united island nation, and power of the democracy/monarchy, the RAF were able to stop the Luftwaffe/Hitler Being invaded had an impact on trade Historians know about the recent past from film/newsreel footage from the time <p>As geographers we will explore: OUR WORLD IN THE FUTURE: How will our world look in the future? In this unit, children will:</p> <ul style="list-style-type: none"> Describe different types of local industry and public services and how they have changed over time (past, present and future of the local area) Explain why their local area is special Use knowledge of field work skills to (sketch maps - using symbols, a key and a scale- and graphs) present data on the local area (including influence of climate and weather) Begin to consider how developments can be sustainable <p>As artists we will:</p> <p>Architecture: Dream Big or Small?</p> <p>Disciplines: Architecture, drawing</p> <p>Medium: foamboard, ink, card</p> <p>Artists: Shoreditch Sketcher, various architects. Consider getting a visit from an architect</p> <ul style="list-style-type: none"> Use my sketchbook to collect, record and reflect on my ideas and thoughts Explore domestic architecture and discuss how the design can impact on people’s lives Use a range of drawing techniques to create larger drawings Explore how line, form, structure, material and scale are used to make architecture interesting and to meet a design brief Create an architectural model from reference materials <p>Reflect on my work and the work of others.</p> <p>Aspect of D & T: Focus: Frame Structures</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand how to strengthen, stiffen and reinforce 3-D frameworks Know and use technical vocabulary relevant to the project <p>Designing</p> <ul style="list-style-type: none"> Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches <p>Making</p> <ul style="list-style-type: none"> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks Use finishing and decorative techniques suitable for the product they are designing and making <p>Evaluation</p> <ul style="list-style-type: none"> Investigate and evaluate a range of existing frame structures Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests <p>Research key events and individuals relevant to frame structures</p> <p>French</p> <p>As linguists we will explore the French language through:</p> <ul style="list-style-type: none"> Healthy Eating A French Café/Snack-bar –ordering food- conversation at the café Buying an ice cream Opinions and food Where we live including directions (recap prepositions) Exploring a French town – types of shops – La belle Paris Talking about going on holiday Bastille day Recapping the weather <p>Please see French progression map for further guidance.</p>	Relationships	Changing Me	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
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