



Merton Bank Spring 1 Plan - Year 1



Subject		
	National Curriculum	Activities
Geography	<p><u>How does the weather affect our lives?</u></p> <ul style="list-style-type: none"> Identify and describe the basic atmospheric elements of the weather Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur Recognise and describe how Vivaldi in his concerto The Four Seasons is able to create an evocative picture of changes in the weather from one season to another Observe and offer reasons for the distribution of hot and cold places in the world 	<ul style="list-style-type: none"> Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathize with the emotions they would have felt as a result Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica
History	History is not taught this half term.	
Art	<p><u>Weather repeating patterns</u></p> <ul style="list-style-type: none"> To recall and recognise the names of colours To mix colours intentionally to make new colours To experiment with different size painting tools. Whole class discussions about tools / materials chosen and why. 	<ul style="list-style-type: none"> To create a repeated pattern painting inspired by the weather and seasons.
DT	DT is not taught this half term.	

Computing	<p><u>Online safety</u> Privacy and security Online bullying</p> <ul style="list-style-type: none"> • I can describe how to behave online in ways that do not upset others and can give examples <p><u>Wider curriculum opportunities</u></p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> • Class discussions about staying safe online. • What online bullying can look like, who to talk to if something happens online that makes you feel uncomfortable. • We will be using iPads to take photographs in science. We will then use Apps to make documents.
Science	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> • Can observe changes across the four seasons. 	<ul style="list-style-type: none"> • Looking at how the environment changes from each season. • What plants looks like, temperature, types of weather and how these changes affect wildlife.
Music	<p><u>In the Groove</u></p> <ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> • Listening and appraising different pieces of music. • Rhythm and pulse games.
PE	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. • Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 	<p>Key physical skills:</p> <ul style="list-style-type: none"> • Travelling actions • Shapes • Balances • Jumps • Barrel roll • Straight roll • Forward roll progressions
PSHE	<p><u>What helps us stay healthy?</u></p> <ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	<ul style="list-style-type: none"> • We will have lots of class discussions. We will look at books that support these ideas and then talk about them after. • The children will also complete some independent tasks which will allow them to share their thoughts and feelings also.

<p>RE</p>	<p><u>Islam</u></p> <ul style="list-style-type: none"> • How might beliefs about creation affect the way people treat the world? <p>This unit enables pupils to examine the Muslim belief in Allah as creator. The focus is to encourage pupils to consider Allah’s role in creating and sustaining the world, and humankind’s response to Allah.</p> <ul style="list-style-type: none"> • Pupils should think about and reflect on their responsibility towards creation. • They should begin to develop an understanding of how Muhammad (pbuh) is seen as a role model for Muslims and how the teachings of the Prophet might influence how and why a Muslim might care for the natural world. The experiences of the life of the prophet in this unit this should be explored through story. • Pupils should have opportunities to discuss and demonstrate their understanding in a variety of ways. • Pupils should also have opportunity to personally reflect on their own beliefs and values about the importance of caring for the natural world. They should consider their own responsibility and how they could actively contribute towards caring for the planet. 	<ul style="list-style-type: none"> • know that Muslims believe in one God (Allah) • know that Muslims believe the world was created by God • Talk about why Muslims might value the natural world • know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet • Suggest how Muslims might show respect for God by caring for the natural world • Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it • Reflect on how they treat the natural world – and if they have a duty to look after it
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