

My Place In Our World				
Global Citizen	Our World	RE	Leadership	Self-Story
<p>Becoming a global citizen What does fairness mean? Link to equality locally, nationally and internationally.</p>	<p>Where am I in the world? What does 'home' mean for people in Bath? Where does Bath fit within the UK?</p> <p>Geography: Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p>	<p>Creation Who made the world? <i>(Understanding Christianity)</i></p>	<p>Leadership around us How do rules help us? What is the rule of law?</p>	<p>My story Who am I? Who is important to me? Who am I important to?</p> <p>History: Learn about changes within living memory.</p>
		<p>Incarnation Why does Christmas matter to Christians? <i>(Understanding Christianity)</i></p>		
<p>Taking responsibility for the world (environment). Geography: Use simple field work and geographical skills to study the geography of St Stephen's and the key human and physical features of the surrounding environment.</p>	<p>Amazing places to visit and see on Earth. Coastal</p> <p>Geography: Understand physical features: beach, cliff, coast, sea, ocean, river, port and harbour.</p>	<p>How do we celebrate our journey through life?</p>	<p>Becoming a Leader. I can take turns and be part of a team. What makes good teamwork? What are the different roles within a good team?</p>	<p>Learning from others Explore character in class picture book: Would I have acted/ reacted similarly? How are we alike?</p>
		<p>Salvation Why does Easter matter to Christians? <i>(Understanding Christianity)</i></p>		
		<p>Where do we belong?</p>	<p>Learning from Leaders Linked to their book/ topic, focus upon a Leader; one past, one present across the year. Link to the <i>Becoming a Leader</i> statement. History: Study the life of a significant individual in the past who has contributed to national and international achievements</p>	
		<p>How should we live our lives?</p>		

Understanding Today, Imagining Tomorrow

Science	Computing	Inventing
Plants Animals including humans Seasonal changes Everyday materials	Beebots programming (EYFS – explore iPad apps)	<p>Becoming an inventor Can you invent something?</p> <p>DT: Use the Double Diamond to...</p> <p>Design purposeful functional products based on design criteria. Make using a range of tools and equipment. Evaluate by talking about the product.</p> <p>Design focus: Communicate ideas through talking, drawing and templates.</p> <p>Technical Knowledge: Levers Pop-ups</p>
<p>Geography: Identify seasonal and daily weather patterns in the UK</p>	Navigate, write and draw within apps. Internet safety Stories about e-safety	
<p>Science statutory requirements During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the program of study content:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 		<p>Imagining Use lego/ construction to invent, adapt and evaluate through child-initiated activity.</p> <p>Learning from the experts Find out about an inventor.</p> <p>History: Study the life of a significant individual in the past who has contributed to national and international achievements</p>

Making My Mark				
2D Art	3D Art	Music	Self-Expression	Creative Thinking
<p>Use of colour To learn how to mix primary colours using different media.</p> <p>Study a well-known artist to support.</p>	<p>Choose a focus based upon book/ topic: Animation Modelling / sculpture Collage Clay /Pottery Textiles Tapestry</p>	<p>Fortnightly lessons provided by Superstars Music specialist.</p>	<p>Children express themselves through self-initiated creative play and by verbalising their feelings, interests and desires.</p>	<p>Double Diamond Thinking Begin to use the second diamond to structure creative thinking for a range of purposes. Key steps, in order, are as follows: Think Big: generate a selection of possible outcomes. Sketch, play, test against different scenarios and evaluate. One Idea: Choose the best idea and work on it, reviewing and improving it until it is ready to share.</p>
<p>Practical study Study the illustrations and illustrator in the focus book. Create own art using same techniques or intentions.</p>		<p>Linked to topic of learning, study a musician or composer eg The Beatles or Vivaldi.</p> <p>Music: Develop an understanding of the history of music. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>		
				<p>Evaluating</p> <p>Discuss with an adult or partner how to make improvements.</p>

Healthy Body, Healthy Mind

Mental Well-being	Resilience	Healthy Lifestyle	PE			
<p>Finding space to be Use stilling in class to support mindful eating and connection to all senses.</p>	<p>Developing Resilience What is resilience?</p>	<p>Take notice ... of the wonder of myself</p>	<p>Games 1: 1.Circle games 2.Finding space 3.Balancing beanbags 4 and 5. Beanbag skills 6. Quoit skills 7 and 8. Ball skills 9 and 10. Further ball skills 11 and 12. Ball games Dance 1: Choose from list below, linked to topic</p>			
<p>Managing worries What is a worry? Scale of emotions. (Worry-meter) Guidance and resources will be provided.</p>	<p>Our Emotional Brain Naming parts of the body and feelings: where do you (sense) feelings?</p>	<p>Connect Making friendships – Who are my friends? Why are we friends?</p>	<p>Gymnastics 1: 1.Finding and using space 2.Travelling over mats and hoops 3.Travelling with a partner 4.Travelling over mats and benches 5 and 6. More partner work 7. Body shapes 8. Making a sequence 9 and 10. Movement phrases on apparatus 11 and 12. Partner work on apparatus Dance 1: Choose from list below, linked to topic</p>			
		<p>Healthy Eating DT: Understand the five main food groups. Design an eat-well plate.</p>	<p>Athletics 1: 1 and 2. Throwing 3 and 4. Running 5 and 6. Jumping</p> <table border="0" data-bbox="1514 1134 2107 1369"> <tr> <td data-bbox="1514 1134 1854 1369"> <p>Dance: Choose from: <i>The magic toys</i> <i>At the Seaside</i> <i>Animals</i> <i>Weather and Seasons</i> <i>Lifecycles</i> <i>Colours and Moods</i></p> </td> <td data-bbox="1854 1134 2107 1369"> <p><i>The Great Fire of London</i> <i>Puppets</i> <i>Ourselves – The Body</i> <i>The Sleigh Ride</i> <i>Pushes and Pulls</i> <i>Houses and Homes</i></p> </td> </tr> </table>		<p>Dance: Choose from: <i>The magic toys</i> <i>At the Seaside</i> <i>Animals</i> <i>Weather and Seasons</i> <i>Lifecycles</i> <i>Colours and Moods</i></p>	<p><i>The Great Fire of London</i> <i>Puppets</i> <i>Ourselves – The Body</i> <i>The Sleigh Ride</i> <i>Pushes and Pulls</i> <i>Houses and Homes</i></p>
<p>Dance: Choose from: <i>The magic toys</i> <i>At the Seaside</i> <i>Animals</i> <i>Weather and Seasons</i> <i>Lifecycles</i> <i>Colours and Moods</i></p>	<p><i>The Great Fire of London</i> <i>Puppets</i> <i>Ourselves – The Body</i> <i>The Sleigh Ride</i> <i>Pushes and Pulls</i> <i>Houses and Homes</i></p>					