

## Art

Children will develop their painting skills.

Skills:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Application of Maths across the curriculum: describing shape and size.

Application of Literacy across the curriculum: speaking and listening, following instructions.

## Music

Children will learn to sing, play, improvise and compose with the song I Wanna Play in a Band using Charanga.

Skills:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Application of Maths across the curriculum: rhythm, counting.

Application of Literacy across the curriculum: rhymes.

## History

Children will learn about The Great Fire of Newcastle and Gateshead.

Skills:

- Observe or handle evidence to ask questions and find answers about the past. Ask questions such as: What was it like for people? What happened? How long ago?
- Identify some of the different ways the past has been represented.
- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Place events and artefacts in order on a timeline.
- Label timelines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in one's own life.
- Use dates where appropriate.

Application of Maths across the curriculum: ordering events.

Application of Literacy across the curriculum: speaking and listening, writing labels and captions, reading information.

## Religious Education

Year 1

Sikhism

Year 2

Judaism – Torah and Shabbat

Skills:

- Describe some of the main festivals, celebrations and teachings of a religion.
- Recognise, name and describe some religious artefacts, places and practices.
- Name and explain the meaning of some religious symbols.
- Identify the things that are important in one's own life and compare these to religious beliefs.
- Relate emotions to some of the experiences of religious figures studied.
- Ask questions about puzzling aspects of life.
- Identify how one has to make choices in life.
- Explain how actions affect others.
- Show an understanding of the term 'morals'.

## PSHE

In PSHE, the children will explore the 'Keeping Safe' unit.

Application of Maths across the curriculum: counting, ordering, sorting.

Application of Literacy across the curriculum: speaking and listening, writing labels and captions, reading information.

## The Great Fire of Newcastle and Gateshead

KS1 Topic Map

Spring 1

## PE

Children will focus on developing their Gymnastics skills.

Skills:

- 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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Application of Maths across the curriculum: position and direction, counting, ordering.

Application of Literacy across the curriculum: speaking and listening, following instructions.

## Computing

Year 1 – Creating Media – Digital writing

Year 2 – Creating Media – Making

Skills:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.

Application of Maths across the curriculum: data handling and sorting.

Application of Literacy across the curriculum: speaking and listening

## Rights Respecting

Our lessons will have a focus on covering 14, 16, 17 and 30.



## Wow Experiences Urban Setting Trip