

Stunning Start:

Children will set up a teddy bear's picnic where one group will have lots of food and the other will have very little. Children will then reflect on whether this is fair and help to make the situation fair.

Science - Animals including humans.

UNCRC 24

- Identify and name a variety of common animals including fish, invertebrates, amphibians, reptiles, birds and mammals.
- To group and classify animals.
- Labels the parts of the body of different animals.
- Discuss how animals use these body parts.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals).
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

English – UNCRC 29

Terrific Text

'Fair Shares' by Pippa Goodheart

Writing Opportunities

- A letter from Hare and Bear explaining why they think a situation is unfair.
- A retell of the story using familiar story language and patterns from the text.
- Children will write an innovated story, changing the characters and object.

Oracy - UNCRC Article 12

Agree, Build, Challenge, Question

Children will use the Oracy mats to hold a sentence and write a sentence.

P.E. UNCRC 31

Ball skills - Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team

Dance - In this unit, children explore how to move their bodies in creative ways to music. They will learn to copy, remember, and create simple dance sequences, developing coordination, balance, and rhythm.

MFL – French

- New year celebration
- Songs, actions and stories.

Music – Keeping the pulse UNCRC 31

To demonstrate an understanding of pulse using parts of the body.

To keep a pulse and show a sound pattern using bodies and voices.

To explore using a thinking voice to show the pulse.

To play short rhythms in time with the pulse.

Other Reading Opportunities

- 'People who help us' Non-fiction books
- 'The Lion inside' by Rachel Bright
- 'Elephant learns to share' by Sue Graves

Spoken Language opportunities

Role playing our story
'Fair Shares'

Year 1

R.E. UNCRC 14

Christmas (Unit D) To develop the children's knowledge and understanding of Christmas as a celebration of the birth of Jesus.

Jesus: Teacher and Healer (Unit F) Learning about stories where Jesus taught his Disciples and how he healed the people.

PSHE & RHE UNCRC 29

Module 2 – Unit 2

Created and loved by God – Learning that we are created by God out of love and for love, learning to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Option for the poor and vulnerable

A fair society cares for those most in need

Virtues:

Curious and Active

Scripture Focus:

"True worship is to work for justice and care for the poor" Isaiah 58:5-7

Prayer Focus:

Glory be
Mass Responses

Big Question –

Is it fair that some people have plenty and some have little?

Maths – UNCRC 28

Place value within 20

Counting within 20, to find one more and one less than a given number, uses a number line to 20.

Addition and

Subtraction within

20. Add by counting on within 20. Doubles and near doubles. Subtraction using number bonds, counting back and finding the difference.

Art – Playgrounds – UNCRC 8

Structural Art – sculpting and paper lines.

Knowledge- To know paper sculpting is a form of art that involves creating three-dimensional objects out of paper.

Skills- being able to create creases and folds in the paper to create a three-dimensional shape.

Computing – Programming 1: Commands unplugged UNCRC 17

Describe what a command is and what it does.

Recall the key rules a command must follow.

Give examples of commands from their life.

Follow commands and instructions given by others

Describe that instructions are made of commands that must be in the correct order.

Create correct commands for others to follow.

Order commands to create clear instructions.

Recognise and fix errors in commands so instructions work correctly.

Geography- My School, My Local Area and the World – UNCRC 13

Substantive Knowledge

Space and Scale: Planned perspective, location of school and key human and physical features in the area.

Geographical Location: City within the UK, UK countries, UK on a world map and the continents.

Local Facilities: Awareness of park features (e.g., playground, natural areas).

Disciplinary Knowledge

Mapping and Perspectives: Understanding maps and plans, including scale and symbols.

Fieldwork: Importance of data collection to study local areas.

Spatial Understanding: Relationships between local, national and global geography.

Procedural Knowledge

Interpret maps and plans to locate their school and street.

Conduct fieldwork to observe and record park facilities.

Use observations to relate local features to wider geographical concepts.

Other Opportunities

Epiphany UNCRC 14

Online Safety Week - UNCRC 17

Candlemas UNCRC 14

Marvellous Middle

Over several weeks they will share: a smile, kind words, a language, a skill/talent, a story and a toy. They will then have an afternoon where they will use all of these skills to play fairly.