

Big Question: Why can't a meerkat live in the North Pole?

Year: 1		Term: Autumn 1
<p>Introduction to the topic: During the pre-learning challenge, introduce the children to the big question for this half term: 'Why can't a meerkat live in the North Pole?' and explain how it fits in with the whole school theme of 'Wonders of the World'. Introduce the children to the story 'Meerkat Mail' and explain that this will be the story we use in our English lessons this week. Show the children pictures on the whiteboard that represent key locations around the world and show them a map of the world and the UK. What do they recognise and what do they already know about these locations? What can they deduce from the pictures (e.g. it must be cold in the polar regions because they have snow). Allow the children some time to discuss what they have seen and what they already know with their learning partner. Could make links back to places they read about in the book and plotting them on the maps. Set the children the task on the learning challenge sheet. For their first challenge, they will not complete a pre- and post-learning challenge, but will instead add to it throughout the topic. As they learn the names for key locations, they will add them to the maps and discuss and compare the different locations.</p>		
English	Maths	Geography
Narrative x 6 weeks Poetry x 1 week Texts linked to Black History Month and multiculturalism: <i>-So Much</i> <i>-Look Up</i> <i>-The New Small Person</i> <i>-All Are Welcome</i> Poems by Joseph Coelho – Children's Laureate 2022	Mastering numbers (subitising, Ordinal representation and Number sense of 10) Numbers to 10 Number Bonds to 10	Name and locate the seven continents and five oceans.
Art and Design	Design and Technology	PSHE and Citizenship
Autumn 1 and 2 <i>Kapow Scheme of Work</i> <u>Painting and Mixed Media</u> Colour Splash	Autumn 1 and 2 <i>Kapow Scheme of Work</i> <u>Mechanisms</u> Wheels and axles	<i>Jigsaw Scheme of Work</i> Puzzle 1 – Being Me in my World
Science	RE	Computing
Seasonal Changes Observe changes across the four seasons and observe and describe weather.	<i>2022 Newham Agreed Syllabus</i> <u>What does it mean to belong?</u> <i>How do you live well with family and friends?</i>	<i>NCE Scheme of Work</i> <u>Computing systems and networks – Technology around us</u> Recognising technology in school and using it responsibly.
PE	Music	Spanish
Complete PE Scheme of Work <u>PE Coach</u> <i>Health and Wellbeing</i>	Music Express Autumn 1	<i>Me and My World</i> <u>Myself</u> Book: <i>el pequeño MacNessie</i>

<p>Agility, balance and co-ordination</p> <p><u>Class Teacher Inside</u></p> <p><i>Team Building</i></p> <p><u>Class Teacher Outside</u></p> <p><i>Learning Through Play</i></p> <p>Playing Games</p>		
SMSC		
<p>Spiritual</p> <p>-Awe and wonder at the world we live in.</p> <p>-Developing an understanding that each person is unique and has their own likes/dislikes etc.</p>	<p>Moral</p> <p>-Understanding how to be a friend and that bullying is wrong.</p>	<p>Social</p> <p>-An understanding of how other people in the world live.</p> <p>-An understanding of the importance of family and friendship.</p>
		<p>Cultural</p> <p>-Looking at how the weather and climate impacts on the way people behave around the world.</p> <p>-Different cultures around the world when talking about continents.</p> <p>-Discussions about the cultural events the children and their families take part in.</p>
BRITISH VALUES		
<p>Democracy</p> <p>-Use any opportunities for voting for something as a chance to discuss what a democracy is.</p> <p>-Participation in class councils.</p>	<p>Individual Liberty</p> <p>-Our friends and family can choose what they believe in.</p> <p>-We are allowed to like or dislike a piece of artwork and we can justify our reasons.</p>	<p>Tolerance and Mutual Respect</p> <p>-Learning about others and how to show respect in order to live together peacefully.</p> <p>-How to negotiate with friends in a respectful way.</p> <p>-Treating visitors to the class politely.</p>
		<p>Rule of Law</p> <p>-Discuss the rules of the school and of your class with your children. Ensure that they understand the reasons behind each rule.</p> <p>-Exploring how animals live together in communities.</p>
Links to Rights Respecting Schools		
<p>Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p>		
Links to Safeguarding		
<p>Computing – keeping safe whilst using technology.</p> <p>RE, Science and Geography – Support children in understanding how to keep themselves physically safe:</p> <ul style="list-style-type: none"> • Knowing the support a family provides (shelter, home, food, warmth). • Personal responsibility for physical safety (e.g. wearing a coat when it is cold). 		