

## Year 1 Term 2

### EQ: Resilience

### Topic: Space

<p>Resilience skills:</p> <ul style="list-style-type: none"> <li>I can ask for help</li> <li>I can bounce back after difficulties</li> <li>I can accept advice</li> <li>I can show enthusiasm</li> <li>I can engage in new activities</li> <li>I can listen to others</li> <li>I can attempt new tasks</li> <li>I can take on challenges</li> <li>I can overcome limitations</li> <li>I can try and make changes until I understand</li> </ul>	<p>Key questions:</p> <ul style="list-style-type: none"> <li>What is Resilience? How does it look like?</li> <li>How can we show resilience?</li> <li>Who is resilient?</li> <li>How can I be resilient?</li> <li>Examples of resilience in history/news/inventors</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>I can take time out</li> <li>I can ask for adult support</li> <li>I can bounce back</li> </ul> <p>Vocabulary:</p> <p><b>Tier 1</b></p> <p>Bouncing back, not giving up, confidence, recover</p> <p><b>Tier 2</b></p> <p>Accept change, toughness, strength</p> <p><b>Tier 3</b></p> <p>Flexibility, adaptability, coping, rubbery</p>
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<p>Resilience content:</p> <p>English: Powerless animation</p> <p>Topic: Space</p> <p>Outdoor pursuits:</p> <p>Curriculum visit:</p>
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Subject		
Science	Seasonal Changes	<ul style="list-style-type: none"> <li>*I can observe changes across the four seasons</li> <li>*I can observe and describe weather associated with the seasons and how day length varies.</li> </ul>
Computing  Online safety	Digital Literacy	<p><b>ALL STRANDS SHOULD BE TAUGHT ACCORDING TO THE CHILD'S BAND LEVEL (WHICH SHOULD BE PASSED UP FROM PREVIOUS TEACHER)</b></p>
	Online Bullying	
History/ Geography		<p>Know that hot and cold areas are relative to position around the equator.</p> <p>Devise a simple picture map.</p> <p>Use simple 4-point compass positions to describe, features and routes on a map.</p>

DT	Moving Models and Circuits	
Art	Painting: Paint effects	To use painting to develop and share my ideas, experiences and imagination. To use a sketch book to record my observations and to review and revisit my ideas.
MFL (Portugese)		Not this term
RE	KQ:1.6 How and Why do we celebrate special and sacred times (Christmas and divali)	Emerging: <ul style="list-style-type: none"> <li>• Identify a special time they celebrate and explain simply what celebration means</li> <li>• Talk about ways in which Jesus was a special person who Christians believe is the Son of God</li> </ul> Expected: <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in another religion</li> <li>• Re-tell stories connected with Christmas and a festival in another religion and say why these are important to believers</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</li> </ul> Exceeding: <ul style="list-style-type: none"> <li>• Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr</li> <li>• Identify some similarities and differences between the celebrations studied</li> </ul>
PSHE/EQ (including jigsaw, zones, British values)	Resilience/Dreams and goals/ Rule of law	I understand what it means to be resilient and why that is important I can play games more than once I can choose to complete a challenge with support I can begin to discuss how it feels when I'm successful during a task with support or help from the adults I can discuss dreams/plans for my future I know how to use Zones to bounce back with support I can explain the rule of law with support
PE	Invasion games	I know how the game should look (what invasion means, trying to invade part of the opponents area) I know how to score points I know the boundaries for games I know at least 3 rules from game I know at least 2 pieces of equipment used