**Year 1**

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| Home | Mosaic School | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Values** | Inspire, Respect, Excel | | | | | |
| **British Values** | Democracy:  Following Rules of the government and following rules in our lives. | Rule of Law:  Looking at rules of the synagogue and how to show respect in different places. | Individual Liberty:  Making the right choices and how to handle the opinions of others. Linking to the snail making a big, brave decision.  Linking to transport and how taking risks may lead to amazing discoveries. | Mutual Respect:  Respecting friends and people around them.  Respecting plants and animals.  Linking to the giving tree.  Respect over the Passover meal. | Mutual Respect:  Respect for the environment. | Tolerance:  Tolerating other beliefs and knowing what we can learn from them.  Different culture knowledge through Anancy and Mr Dry Bone. |
| **Geography** |  |  | 7 Continents and Seas  Investigative skills  Research  Memorisation  Engage in active recall | four countries and capital cities of the United Kingdom and its surrounding seas  Investigative skills  Research  Memorisation  Make associations and connections to learning | physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  Including geographical vocab for key features.  Critical thinking  Making connection evaluate  Investigative skills  Questioning  Research | Use of Map – North, East, South, West. Creating map.  Key human and physical features of school environment.  Critical thinking  Gaining knowledge  Investigative skills  Recording  Observing |
| **History** | Nurses through time  Critical thinking  Making connections  Investigate  Question  Research  Memorisation  Organise the information | Toys around the world  Critical thinking  Making connections  Investigate  Question  Research  Memorisation  Organise the information | Transport  Critical thinking  Justify  Gaining knowledge Making connections  Investigate  Question  Research  Memorisation  Make associations and connections to learning |  |  |  |
| **Maths** | Place Value within 10 | Addition and Subtraction Within 10  Shape | Place Value Within 20  Addition and Subtraction within 20 | Place Value within 50  Measurement | Multiplication and division  Geometry  Fractions | Place Value within 100  Time  Money |
| **English** | Diary  Changing ending of a story | Retelling a story  Stories about a fantasy world  Acrostic poems | Poetry  Postcard  Non chronological report | Letter writing  Lists | Poetry  Non fiction report | Familiar story  Stories from different cultures  Instructions |
| **Community Links (trips/visitors)** | Florence Nightingale Museum | Synagogue Visit | Science Museum | Isabella Plantation | Recycling Centre | Chessington Zoo |
| **Texts that Teach (including class texts)** | Where the Wild Things Are.  Red, Blue, Yellow Yarn.  Shanghai Sukkah | The Owl who was Afraid of the Dark.  Hanukkah Story  Shmelf the Hanukkah Elf | Snail and the Whale  Stuck  The Great Race.  Count on Me.  Emily Earheart  Wildfred Gordon Mcdonald Partridge | The Giving Tree  The Best 4 Questions  Myth of Persephone  Story of Esther | The Sound Collector Poem  The Art Lesson  **Clean Up**  **Nurdle** | Tiger who Came to Tea  Anancy and Mr Dry Bone  **Because** |
| **Science** | Human Body  Critical thinking  Making connections  Gaining knowledge  Investigative  Question  Research  Recording  Memorisation  Use visual cues  Engage in active recall  Say it out loud | Materials  Critical thinking  Making connections  Gaining knowledge  Challenge  Investigative  Question  Research  Recording  Observing  Predictions  Memorisation  Make associations and connections to learning  Write it down  Organise the information | Seasons & Weather  Critical thinking  Making connections  Gaining knowledge  Investigative  Research  Recording  Observing Interpreting  Present  Memorisation  Organise the information  Say it out loud  Rehearse | Plants  Critical thinking  Making connections  Gaining knowledge  Investigative  Research  Recording  Observing  Predictions  Memorisation  Teach it (child led) experts | Recycling Materials  Critical thinking  Making connections  Gaining knowledge  Investigative  Research  Recording  Observing  Question  Memorisation  Organise the information  Engage in active recall | Animals including Humans  Critical thinking  Making connections  Gaining knowledge  Challenge  Investigative  Research  Recording  Interpreting  Observe  Memorisation  Make associations and connections to learning |
| **PE** | Multi Skills | Story time dance | Groovy Gymnastics | Brilliant Ball Skills | Throwing and Catching  Cool Core | Active Athletics |
| **Jewish Learning** | What are our goals for the world?  Why do people wear white on Yom Kippur?  What is the structure of a Sukkah?  Who writes the Torah?  Critical Thinking  Making Connections  Gaining knowledge  Memorisation  Make associations and connections to learning.  Investigative  Observe | What does the light of the Shabbat candles represent?  What are the similarities between Diwali and Hanukkah?  What is Tzedakah?  Why should we be proud of where we come from?  What were the actions of the Maccabees to show their pride of being Jewish?  Critical Thinking  Making Connections  Gaining knowledge  Memorisation  Make associations and connections to learning.  Investigative:  Question | Why is it important to remember things from the past?  How can we remember our loved ones?  How do the seasons link with Tubishvat? What season does Tubishvat fall in?  What are some important trees in Israel?  Critical Thinking  Making Connections  Gaining knowledge  Memorisation  Make associations and connections to learning.  Investigative  Research | What was Esther's role in the story?  Who was Aaron and how did he help Moses?  What objects would you put on your seder plate? Why objects are symbolic in your life?  Where did the Jewish people pray when they left Egypt?  Critical Thinking  Making Connections  Gaining knowledge  Memorisation  Make associations and connections to learning.  Investigative  Research | What does independence mean?  What are some of the main sites in Israel?  How can we treat each other with kindness unlike Akiva's students?  Who were the Zabbaleen?  Critical Thinking  Making Connections  Gaining knowledge  Memorisation  Make associations and connections to learning.  Investigative  Research | Why is hospitality so important in Judaism?  What are the main customs of Shavuot?  Why do our actions have consequences?  What type of people are we? How have we grown?  Critical Thinking  Making Connections  Gaining knowledge  Memorisation  Make associations and connections to learning.  Investigative  Research |
| **PSHE** | Body parts and their functions  Critical thinking  Making connections  Gaining knowledge  Memorisation  Make associations and connections to learning  Use visual cues  Say it out loud | Healthy mind, emotions and goals  Critical thinking  Making connections  Gaining knowledge  Investigative  Memorisation | Hygiene, medicine and exercise  Critical thinking  Making connections  Gaining knowledge  Investigative  Memorisation | Body protectors and body changes  Critical thinking  Making connections  Gaining knowledge  Investigative  Memorisation | Relationships with others and opinions  Critical thinking  Making connections  Gaining knowledge  Investigative  Memorisation | Vitamins and diet Critical thinking  Making connections  Gaining knowledge  Investigative  Memorisation |
| **RSE (Years 3-6)** |  |  |  |  |  |  |
| **Computing** | **Internet safety – Jesse and Friends**  Critical thinking  Making connections gaining knowledge  Investigative  Questioning  Observing  Memorisation | **Computing Systems and Networks - Technology around us**  Critical thinking  Investigative  Memorisation | **Digital Literacy – Research (Transport)**  Critical thinking  Investigative  Memorisation | **Digital Literacy – Digital Painting**  Critical thinking  Investigative  Memorisation | **Coding**   Critical thinking  Investigative  Memorisation | **Coding**  Critical thinking  Investigative  Memorisation |