



My Place In The World: Class 1

Essential Knowledge

By the end of this unit children will...

- Create a time line and order photos of their life so far
- Look at their local environment and identify the key features of the school.
- To identify key locations in their local area
- Describe how the local area is
- Be able to identify and describe their family and family pass times
- Know by heart a range of playground songs and rhymes.
- Identify and name parts of the body
- Compare differences between Steam Mills and Cinderford.

Launch

Staggered transition
Discovery walk around the
local area

Explore

Find out about facilities in the
local area
Find out about their families and
family tree.

Energise

Trip to: Techniquest

Celebrate

Come and Share event —
inviting parents to celebrate
work and demonstration of

Aspirations

How can I be a good learner?
How can I be the best I can be?
What do I want to learn?

Enterprise

Pupil Voice
Taking responsibility for their own learning.
Independent use of the classroom
Developing learning behaviours

Knowledge of the world

Where do I live? Where do I go to school?
Where is SteamMills/Cinderford in context of the
world?

My Place In The World: Class 1

Prime areas: Links to theme

Communication and Language

- Story Making
- Makaton language
- Taking turns
- Show and share (Topic based)

Physical Development

- Superstars Dance
- Gymnastics
- Fine motor control skills and handwriting
- Dressing and undressing

Personal, Social and Emotional Development

Spiritual

Can you write a class prayer?
What are you thankful for at school?

Moral

Why do we need rules and routines?
Should all children be able to go to school?
Accepting difference

Social

Can we work together?
Why do we need rules and routines?
What are your strengths?
A bully is always wrong

Cultural

Compare the differences between family routines
All About Me Box

Specific areas/ Core Subjects

Literacy/English

- Name formation practise
- Letter/sound knowledge and formation
- Handwriting/fine motor control activities
- To talk about and order events
- To listen to and answer questions about stories
- Children write a recount about trip to
- Children write a letter

Mathematics

- Recognising numbers to 10 (20)
- Counting objects
- Recognising and naming shapes
- Use of positional language
- Children use and apply knowledge of time when creating a timeline

Specific Areas/Foundation Subjects

UTW: History, Geography and RE

History:

- Children create a time line and order photos of themselves (Family Trees)
- Children talk about events in their past

Geography:

- Children look at their local environment and identify the key features of the school.

RE

- Belonging

EAD: Art and Design, Design Technology and Music

Art:

- Children draw and paint their self-portraits, selecting appropriate colours and adding detail to work.
- Children create a pastel picture of the school in the style of LS Lowry.

Music:

- Sing a range of playground songs and rhymes.
- Exploring instruments

Design and Technology

- Not covered this term

UTW: Science

- Children identify and name a variety of body parts
- Children identify and explore their senses

UTW: Computing

- We have confidence/We are successful, recording and making a class book. Who am I?
- We can take turns Using the i-pads and app.
- We have feelings. Taking photographs

