



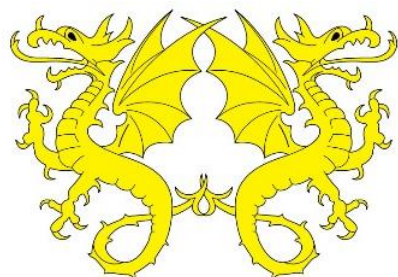
Dore Primary School

Y1 Learning Journey 1

This Is Me



ENDPOINTS Substantive knowledge children will know: Disciplinary knowledge children will know how to / be able to:		End points Science: Children will know the names of parts of the human body. Children will be able to draw and label the parts of the human body and will know which part of the body is associated with each sense. Children will be able to identify the importance of exercise, eating the right amounts of different types of food, and hygiene on the human body. Geography: Children will know where the United Kingdom is located on a world map. Children will be able to use a world map to identify the United Kingdom and Spain/Greece. Children will know key geographical features of Spain/Greece. Art: Children will be able to use a variety of drawing techniques in their artwork: <ul style="list-style-type: none">• using lines of different size and thickness• colouring neatly following the lines• showing pattern and texture by adding dots and lines• showing different tones using coloured pencils.						
Links to Prior Knowledge:		Geography – the local area, History – own experiences, Science – human body.						
Links for Relevance and Currency:		Paris Olympics 2024						
Immersion Event / Activity:		Cardiologist visit to talk about the human body For children to feel comfortable being part of Y1 community, to focus on themselves and their wellbeing.						
Celebration of Learning:		Family tree, self portrait gallery						
English Links:		The Enormous Turnip - family						
Maths Links:		Venn diagrams for grouping similarities and differences in countries, fractions for sketching (e.g. half, quarter)						
Subject	Lesson	Milestone (Key Knowledge or Skill)	Substantive and Disciplinary Knowledge and Skills Embedded Through:	Individual lesson outcomes	Links to Curriculum Drivers			
					Values	Outdoor Learning	P4C	TASC
Science	1	Notice that animals, including humans, have offspring which grow into adults.	Consider own family tree by identifying their immediate family and the relationships they have e.g. brother, sister, daughter etc. Draw and label own family tree	Children reflect on their family and what is special about them. Children develop understanding that all families are different. Children knows the different terms for describing offspring relationships.	✓		✓	
	2	Identify how humans resemble their parents in many features. Respect differences and similarities between people.	Circle time discussion: What makes you special? Analyse photos of a range of different families and consider similarities and differences, linking to own experiences. Draw a picture of yourself and a picture of a friend. Write what makes each person special.	Children recognise features of human offspring that resemble their parents. Children identify character traits that make people special and unique.	✓		✓	



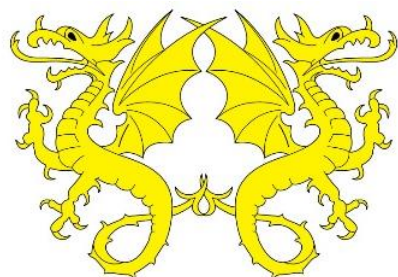
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	3	Identify and name a variety of animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify, name, draw and label the basic parts of the human body.	Learn definitions of a mammal and identify mammals from a group. Name parts of the body through games and songs. Label an outline of the human body.	Children will know that humans are mammals. Children will be able to identify, name and label basic parts of the human body.		✓		
	4	Identify and name a variety of animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify, name, draw and label the basic parts of the human body.	Understand the role of the skeleton in helping us move and protecting organs. Learn vocabulary such as skeleton, ribs, brain, skull, heart, stomach, skin, lungs, organs, ribcage, intestines Recognise the function of parts of the body by matching the names and functions	Children will be able to identify, name and label basic parts of the human body. Children will know what function is performed by some parts of the human body.				
	5	Identify, name, draw and label the basic parts of the human body.	Ask questions to visiting cardiologist about the human body and healthy lifestyles	Children will know the function of the heart. Children will understand about healthy lifestyle choices	✓			
	6	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Experience the five different senses through interactive group stations around the classroom. Cut and stick to match the senses and functions.	Children will be able to name the five senses. Children will know the function of the five sense.	✓			
Geography	1	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	Use interactive world map to look up two contrasting countries. Identify and practise together the language spoken in the country. Watch video to immerse and learn more about the country.	Children identify where in the world their class country is. Children will be able to compare geographical features of both countries. Children will have an appreciation for different cultures.	✓			
	2	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use aerial images and plan perspectives to recognise landmarks and basic physical features.	Study world map and explore geography of country – where it is in the world, surrounding ocean(s) etc. Learn about new city through video and photos. Look at photos of these. Discuss the differences between the contrasting city and Sheffield. Sort similarities and differences using a Venn diagram	Children will use aerial images and plan perspectives to recognise landmarks and basic physical features. Children will understand that places around the world have similarities and differences. Children will be able to compare geographical features of two countries.	✓			
Art	1	Draw lines of different sizes and thickness	Compare self portraits by a range of artists and evaluate the different techniques used. Use different size and thickness of pencil lines to fill shapes.	Children will use a pencil with control to draw lines of different sizes and thickness. Children will know that different size and thickness of lines will create differing effects.	✓			
	2	Draw lines of different sizes and thickness Show pattern and texture by adding dots and lines.	Observe sketches of facial features. Evaluate how they are made to look realistic using different size and thickness of lines. Use mirrors to create observational sketches of facial features, using lines and dots to add texture	Children will use a pencil with control to draw lines of different sizes and thickness to create realistic looking facial features.	✓			



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	3	<p>Draw lines of different sizes and thickness</p> <p>Colour neatly following the lines</p> <p>Show pattern and texture by adding dots and lines.</p>	<p>Use mirrors to study face proportions.</p> <p>Sketch self portrait using guidelines for the size of facial features</p>	<p>Children will create an outline for their self portrait with appropriate proportions considered.</p>	✓				
	4	<p>Colour neatly following the lines.</p> <p>Show different tones by using coloured pencils.</p>	<p>Use the following techniques to colour a picture, neatly following the lines:</p> <ul style="list-style-type: none"> - Light pressure/Firm pressure with same colour - Dark to light with same colour (Moving from firm to light pressure or vice versa) - Layering different colours (Encourage children to experiment) - Colouring background lightly in light colours (using light colours and light pressure) - Adding small details in different colours, or firmer pressure to create darker colours 	<p>Children will know how to use colouring techniques to create different tones and texture.</p>	✓				
	5	<p>Draw lines of different sizes and thickness</p> <p>Colour neatly following the lines.</p> <p>Show different tones by using coloured pencils.</p>	<p>Use previously taught techniques in sketching and colouring to complete self portrait. Draw lines of different sizes and thickness. Create different tones by using colouring techniques such as layering.</p>	<p>Children will demonstrate that they know how to use sketching and colouring techniques to create different tones and texture.</p>	✓				