



PEACE AND CONFLICT: Respect for all Individuals

Focus Overview

YEAR 1: Emergency Services



At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do

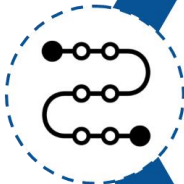
A Wonderful World:
Appreciating God's
Creations



Peace and Conflict: Respect
for all Individuals



A Moment in Time:
Learning from the
Past for Our Future



We are Engineers:
Embracing Technology
to Solve problems



Nurturing Nature:
Engaging and Taking
Responsibility



**Our Place in the
World:** Identity and
Community



Peace and Conflict: Respect for all Individuals Year 1 –

In **History** children will look at historical events that pre-empted the conception of the emergency services and look at key figures from the past including Florence Nightingale. Children will look at historical events that have taken place in their own families. In **Art** children will print and mark-make and explore different techniques that can be used to create patterns. They will look at creating different textures when painting and the ways in which paint can be applied to a surface. In **English**, we will be recapping grammar elements that have been identified as gaps in learning. Children will be looking at non-fiction texts; letter writing and instructions. They will learn how to write fact files on different emergency services to inform others.

Theme Impact

Children will have a deeper understanding of the importance of our emergency services, especially considering the recent global pandemic and the effects this had on these services. They will understand why the emergency services are crucial for their health and safety. They will understand what constitutes an 'emergency' and how to appropriately deal with it.

Catholic Social Teaching

Children will focus on solidarity. The emergency services all have different jobs but work together to protect, care and look after us. This year group can build on working together for the common good, using the example of the emergency services. Discuss the gifts and talents God has given each member of a service and how people in each service have a different interest, using it to help others and make the world a better place.

Curriculum Drivers

History

National Curriculum Objectives

The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Examples could be scientists, reformers, Royals, medical pioneers or creative geniuses.
Significant historical events, people and places in their own locality.

Knowledge and Skills Progression

E1: Identify different ways in which the past is represented

E2: Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"

E3: Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.

O1: Sort events or objects into groups (i.e. then and now.)

O2: Use timelines to order events or objects.

O3: Tell stories about the past.

O4: Talk, write and draw about things from the past.

H1: Look at books, videos, photographs, pictures and artefacts to find out about the past.

C2: Describe things that happened to themselves and other people in the past.

C4: Use a timeline to place important events.

C5: Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young.

U1: Recall some facts about people/events before living memory

Art

National Curriculum Objective

Explore a variety of techniques using colour, pattern, texture, line, shape, form and space.

Knowledge and Skills Progression

E2 ask and answer questions about starting points for their work.

E4 describe the differences and similarities between different practices and disciplines, and making links to their own work.

E5 think critically about their art and design work.

D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks.

D2 draw lines and shapes using different surfaces.

D3 invent lines and shapes in drawing.

P5 name and mix primary colours, shades and tones.

P6 create textured paint by adding material, i.e. sand or plaster

3D3 work safely with materials and tools.

Science

National Curriculum Objectives

Label parts of the human body and link these body parts to senses.

Knowledge and Skills Progression

- identify, name, draw and label the basic parts of the human body and say which part of the body links with each sense.
- use their senses to compare different textures, sounds and smells. (WS)

Application

How can we educate people to use the emergency services correctly?

Posters

Presentation

Children create test for parents to show learning of emergency services – which is the correct emergency service to go to?

Wider Curriculum Opportunities

Writing

Instructions – non-fiction

- What to do in the case of an emergency
- How to contact the emergency services

Information text – non-fiction

- Fact file on one of the emergency services
- Which accidents require emergency services

Reading

Naughty Bug – story book

Mr men and little Miss: Fire station

North west ambulance service – happily ever after

Baby Brains

Bristish Red cross website

You can't call an elephant in an emergency

Enrichment

Safe side

Visits – police, nurse, firemen

Children be taught about First Aid.

Home Learning

Research emergency services across the world.

Fact-file on one emergency service.

Children to imagine themselves in one emergency service profession – create a profile.

Explain correct and incorrect reasons for using emergency services.

Children to create a fire evacuation plan for their homes.

Evaluation Notes

Stand-alone objectives to be covered this term

PE

Nation Curriculum Objectives

- **Extend agility and coordination throwing, catching and retrieving.**
- **Participate in simple hit, catch and run games**
- **Score point through sending balls and running**

Knowledge and Skills Progression

Hit Catch Run

Able to identify when a point has been scored and keep count of score

Can choose where to send the ball to maximise chance to score

Can make choices where to stand in the field to restrict runs scored

Catch a medium sized ball thrown over a short distance

Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency

Track balls and other equipment sent to them, moving in line with the ball to collect it

Run between bases to score points

Retrieve and return a ball to a base

Use a range of sending skills to put ball into space

Able to self-feed ball to hit off hand and strike ball off cone

Work collaboratively to score runs showing encouragement and support

Show awareness of team mates fielding positions to restrict runs in a simple game scenario

Key vocab: rolling, retrieving, throw, catch, aim, target, hit, batting, fielding.

Gymnastics

Cooking in the Curriculum

Pancakes

