



<b>Intent:</b>	To understand where Leicester is. To understand how we belong to a place. To understand different places in the different parts of Leicester. To understand faiths, ethnicities, and cultures in Leicester.	
<b>Starter:</b>	Heritage Box and Identify children from their baby pictures.	
<b>Core Texts:</b>	The Family Book, Different Families Same Love.	
<b>Key Concepts:</b>	Belonging and Curiosity.	
<b>Outcome Pieces:</b>	Self Portrait Display, Leicester Landmark Sketch, Chatter Pix.	
<b>Enrichment:</b>	Walk around the local area.	
<b>Subject Area:</b>	<b>Statements:</b>	<b>Key Vocabulary:</b>
<b>Science</b>		
	<b>National Curriculum:</b>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>Where do I live? Where is Leicester?</li> <li>Can I explain how I could travel to different places in Leicester?</li> <li>Can I explore cultures and ethnicities in Leicester?</li> <li>Can I use locational and directional language to create a simple map?</li> <li>Can I make a simple map of our local area?</li> <li>Can I walk around the local area? Can I identify different buildings, houses, parks, shops and a church?</li> <li>Can I name, describe and locate familiar places in Leicester? (Leicester Landmarks)</li> </ul>	Map, Atlas, Globe, City, Country, World, England, Northern Ireland, Scotland and Wales, Road, Rail, Transport, Bus, Train, Car, Walk, Shop, Village, Post Office, Park, Place of Worship, Supermarket, Restaurant, Café, Key, Plan, Map, Route, Left, Right, Straight, Turn, Straight, School, Shops, Restaurants, Museums, Buildings, Church, Mosque, Temple, Gurdwara, Parks
	<b>National Curriculum:</b> <ul style="list-style-type: none"> <li><i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul> </li> </ul>	
<b>History</b>	<ul style="list-style-type: none"> <li>Can I explain how Leicester has changed over time? (Leicester in the past)</li> <li>Can I explain how Leicester has changed over time? (Leicester now)</li> <li>Can I explain how Leicester has changed over time? (Timeline)</li> </ul>	A long time ago, Last week, Yesterday, Today, Change, Over time
	<b>National Curriculum:</b> <ul style="list-style-type: none"> <li><i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> </ul> </li> </ul>	
<b>Design Technology</b>		
	<b>National Curriculum:</b>	
<b>Art</b>	<ul style="list-style-type: none"> <li>Can I use a variety of tools to draw a self-portrait?</li> <li>Can I explore the use of line, shape and colour to draw my self-portrait?</li> </ul>	Sketch, Draw, Paint, Brush, Variety of tools, Texture, Create, Shade, Colour, Different Medium, Artist, Post-

	<ul style="list-style-type: none"> <li>• Can I evaluate my piece of artwork?</li> <li>• Can I sketch a Leicester landmark?</li> <li>• Can I use tools to colour and shade my drawing?</li> </ul>	Impressionism, Comparisons, Shade, Contrast, Popart, Trace						
	<p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>							
<b>Music</b>								
	<p><b>National Curriculum:</b></p>							
<b>PSHE</b>								
	<p><b>National Curriculum:</b></p>							
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>• Can I explain how we belong to others? Who is in my family?</li> <li>• Where do my family come from? Where do I belong?</li> <li>• Can I explain what faiths me and my family follow?</li> <li>• Can I create a picture of where I belong? Home, family, relatives, faith etc.</li> </ul>	Family, Home, Religion, Worship, Community, Faith, Belief, Relatives						
	<p><b>National Curriculum:</b> See SACRE Document.</p>							
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Can I research a famous person from Leicester?</li> <li>• Can I create a chatter pix of a famous person explaining their role?</li> </ul> <p><b>E-Safety – Project Evolve</b> Strand 1 – Self Image and Identity Strand 2 – Online Relationships See Project Evolve Document.</p> <p><b>NCEE Unit 1: Technology Around Us</b></p> <table border="1" data-bbox="353 1002 1361 1350"> <tr><td>To identify technology.</td></tr> <tr><td>To identify a computer and its main parts.</td></tr> <tr><td>To use a mouse in different ways.</td></tr> <tr><td>To use a keyboard to type.</td></tr> <tr><td>To use a keyboard to edit text.</td></tr> <tr><td>To create rules for using technology responsibly.</td></tr> </table>	To identify technology.	To identify a computer and its main parts.	To use a mouse in different ways.	To use a keyboard to type.	To use a keyboard to edit text.	To create rules for using technology responsibly.	Add /Delete, Block, Command, Compare, Digital, Edit, Instruction/Sequence, Keyboard, Keys, Program, Properties, Sprite, Tools, Value, Technology, Computer, Mouse/Trackpad, Keyboard, Screen, Click, Drag, Draw, Double-Click, Click and Drag, Input Device, Shift, Space Bar, Capital Letter, Full Stop Safely, Responsibly
To identify technology.								
To identify a computer and its main parts.								
To use a mouse in different ways.								
To use a keyboard to type.								
To use a keyboard to edit text.								
To create rules for using technology responsibly.								
	<p><b>National Curriculum:</b> <i>Pupils should be taught to:</i></p>							



		<ul style="list-style-type: none"><li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li><li>• recognise common uses of information technology beyond school.</li><li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li></ul>
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Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. RE/Art	Who am I? Self Portrait	Display	Belonging
2. Art	Can I use a variety of tools to draw a self-portrait?		
3. Art	Can I explore the use of line, shape, and colour to draw my self-portraits?	Art book	Curiosity
4.	Can I evaluate my piece of artwork?		
5. R. E	Where do I belong?	Books	Belonging
6. R.E	Can I explain how we belong to others? Who is in my family?	Books	Belonging
7. PSHE	Where do my family come from?		Belonging
8. R. E	Can I explain what faiths me and my family follow?	Books	Belonging
9. R. E	Can I create a picture of where I belong? Home, family, relatives, faith etc.)	Books	
10. Geography	Where do I live? Where is Leicester?	Books	
11. History	Can I explain how Leicester has changed over time? (Leicester in the past)	Books	
12. History	Can I explain how Leicester has changed over time? (Leicester now)	Books	
13. History	Can I explain how Leicester has changed over time? (Timeline)	Books	
14. Geography	Can I explain how I could travel to different places in Leicester?		
15. Geography	Can I explore cultures and ethnicities in Leicester?	Books	Curiosity
16. Geography	Can I use locational and directional language to create a simple map?	Books	
17. Geography	Can I make a simple map of our local area?	Books	
18. Geography	Can I walk around the local area? Can I identify different buildings, houses, parks, shops, and a church?		
19. Geography	Can I name, describe, and locate familiar places in Leicester? (Leicester Landmarks)	Books	Curiosity
20. Art	Can I sketch a Leicester landmark?	Art Book	Curiosity
21. Computing	Can I use tools to colour and shade my drawing?	iPads	
22. Computing	Can I research a famous person from Leicester?	iPads, Books	Belonging