

Grade 1 IPC overview

Unit overviews		
Unit	Subject	Content
Unit 1: Brain waves		How the brain works
		About the personal goals that help us to become better learners
		How to find out facts to prepare for a special challenge
		How to learn and practise skills for a special challenge
		How to record how well we are learning
		How to use what we have learned to create our own special challenge
		How to wake up and look after our brain
Unit 2: Super Humans	Science	The names of the main external parts of the body
		The five human senses and their related organs
		Memories and the senses
		How the brain connects to the senses
		Testing our senses
		Nutrition and healthy eating
	Health and Wellbeing	The role of exercise in being healthy
		How and why we use medicines
	Technology	How to plan and prepare a healthy meal or snack
	International	The Sustainable Development Goals that focus on health
		Taking action to support children's health worldwide
Key skills assessed:		

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	Science: <ul style="list-style-type: none"> • Be able to use the senses safely to make observations • Be able to describe the method and results 	
Unit 3 It's shocking	Science	Static electricity - How we can use static electricity
		What battery-operated toys can do
		How to make our own electrical circuit
		Electricity at home and in the classroom
		The dangers of electricity
	Design technology	How to make a torch
	Humanities	What we did before electricity
	International	What we can do to save electricity
		The importance of electricity to people around the world. SDG - 7 Affordable and clean energy
	Key skills assessed:	
International: <ul style="list-style-type: none"> • Be able to articulate how they should be making a contribution to positive change 		
Unit 4 Buildings	Humanities	Features of buildings in the past compared to today
		Changes to building materials
		Differences between old and modern buildings in the local area
		Features of different homes around the world
		What influenced the design of homes around the world
		Traditional homes
	Design technology	How to make picture frames
		Using frame to make strong structures
		Making models of different shaped buildings

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	Science	How to test the strength of structures	
		How we can support structures and make them more stable	
	International	The homes our classmates live in SDG 11 - Sustainable cities and communities	
	Key skills assessed:		
Science: <ul style="list-style-type: none"> • Be able to suggest improvements to investigations • Be able to suggest independent variables to test in a guided investigation Humanities: <ul style="list-style-type: none"> • Be able to select and record relevant information about the past • Be able to suggest reasons for change • Be able to sort, group and classify data 			
Unit 5 - The Magic Toy Maker	Humanities	Toys and games from the past	
		How to order a group of objects from old or new	
		How to create our own toy museum display	
		How we can learn about the past in different ways	
	Science	How to sort toys based on what they are made of	
		Which materials can be bent, squashed, twisted or stretched	
		Why different materials have particular uses	
		Pushes and pulls, and how toys move	
	Design technology	'Magic' toys that fool our eyes	
		How to design and make our own board game	
	International	Popular games from other countries and teaching others to play them	
	Key skills assessed:		
	Humanities: <ul style="list-style-type: none"> • Be able to select and record relevant information about the past • Be able to order events and objects chronologically • Be able to suggest reasons for change 		

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	Design technology and innovation: <ul style="list-style-type: none"> • Be able to explore ways of constructing parts of a design • Be able to compare their design and product explaining any differences 	
Unit 6 It's freezing	Science	All about ice and water
		At what temperature water freezes
		How long ice takes to melt Insulators
		Healthy and tasty ice desserts
	Design technology	Designing and making an ice-cooler
	Humanities	Why some parts of the world are colder than others
		What it is like in cold and snowy places
	International	Global warming and climate change SDG 13 - Climate action
	Health and Wellbeing	Staying safe in snowy and icy conditions
	Key skills assessed:	
Science: <ul style="list-style-type: none"> • Be able to suggest independent variables to test in a guided investigation • Be able to make predictions • Be able to compare results with predictions Humanities: <ul style="list-style-type: none"> • Be able to identify features of familiar places on a map and/or plan, including globes and digital maps International: <ul style="list-style-type: none"> • Be able to articulate how they should be making a contribution to positive change 		

During distance learning there may be adaptations to this overview.
All core learning will be covered.