

Curriculum Termly Plan

Year 1 Autumn Term 23/24



Topic name	Autumn 1 – Home and Away Autumn 2 - Starry Night
Starting Point	Home and Away – adventure walk; look at buildings and houses we can see, places we can live. Videos about houses around the world. Draw & write about their house and who lives in it Starry Night - Discovery of stars in environmental area with questions on linked to topic: <i>Who is Galileo? How many stars are there? What are stars made of? Who is Van Gogh? What does nocturnal mean? Who invented the telescope?</i>
Finale	Family story session: shared Owl non-chronological reports, <u>hung owl collage up for family to see</u> , read stories, had hot chocolate and retold 'How to catch a star' (pictures of the owl visit on the big screen)
Visit / visitor / outdoor experiences	Environmental area – Autumn walk and discovery of stars Owl visit (they come to school) Visit St Jude's church – link to RE
Key Texts	The Three Little Pigs Peace at Last Kate and the Starry Night - James Mayhew How to catch a star Non-chron reports about owls The Owl Tree The Owl who was afraid of the dark – chapter book or picture book
Writing Opportunities	A1: Narrative: Peace at Last Other genre: autobiography? A2: Recount: Owl Day/church visit

	Information text: owls		
	Skills	Knowledge	Vocabulary
Science	<p><u>Observing closely:</u> find out by watching/touching/smelling/listening/tasting and talk about what they see/touch/smell/hear taste Identifying and classifying: talk about similarities and differences between animals they observe and give simple reasons for their ideas <u>Recording findings:</u> show their work using pictures, labels and captions</p>	<p><u>Changing seasons</u> Describe weather associated with Summer/Autumn/Winter and how day length varies <u>Parts of animals</u> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) Point out differences between living and non-living things Name some parts of the human body which cannot be seen Explore parts of the body that relate to the five senses Say why certain animals have certain characteristics <u>Types of animals</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals which are carnivores, herbivores and omnivores</p>	<p>Observe, identify, classify, record, compare, similarity, differences <u>Changing seasons</u> Spring, Summer, Autumn and Winter, warm, warmer, warmest cold, colder, coldest, weather, daylight, dawn, dusk, morning, afternoon, evening, night <u>Parts of animals</u> Fish: scales, fins, tail, eggs Birds: feathers, wings, beak, eggs Mammals: hair, fur, live babies Amphibians: wet skin, gills, tadpoles, eggs Reptiles: scales, eggs Senses: touch, taste, sight, hearing, smell <u>Types of animals</u> Herbivores, carnivores and omnivores, fish, birds, mammals, amphibians and reptiles, nocturnal, diurnal</p>
Computing	<p><i>Within each unit many of the skills and knowledge are repeated throughout the year. For full details please refer to the Progression Map.</i></p>		
	<p>Computing systems and networks</p> <p>Unit 1.1 – Technology around us</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns</p>	<p>-To identify technology</p> <p>-To identify a computer and its main parts</p> <p>-To use a mouse in different ways</p> <p>-To use a keyboard to type on a computer</p> <p>-To use the keyboard to edit text</p> <p>-To create rules for using technology responsibly</p>	<p>technology, computer, mouse, trackpad, keyboard, screen, double-click, typing.</p>

	about content or contact on the internet or other online technologies.		
	<p>Creating media</p> <p>Unit 1.2 – Digital painting</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>-To describe what different freehand tools do</p> <p>-To use the shape tool and the line tools</p> <p>-To make careful choices when painting a digital picture</p> <p>-To explain why I chose the tools I used</p> <p>-To use a computer on my own to paint a picture</p> <p>-To compare painting a picture on a computer and on paper</p>	<p>paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers</p>
Computing: Internet Safety	<p>Developing online safety guidelines</p> <p>Unit 1.1 – We are Year 1 rule writers</p> <p>Creating rules that help us stay safe online</p> <p>Children help to develop a simple set of age appropriate rules to establish a working framework for online safety for school and home during Year 1</p>	<p>Understand that rules help us stay safe, both in the real world and online.</p> <p>Suggest strategies for staying safe in different online scenarios.</p> <p>Help to develop a set of online safety rules that are easily understood and appropriate for Year 1.</p>	<p>Vocabulary listed introduced in year shown. Revisited in subsequent years</p>
			<p>EYFS public, private, online, search, share, trust, password, username,</p>
			<p>1 e-safety, cyberbullying, identity, online identity, personal information, block, report, content, digital citizen,</p>
	<p>Social and emotional wellbeing and developing resilience</p> <p>Unit 1.2 – We are kind and thoughtful</p> <p>Understanding the impact of our behaviour on others.</p> <p>Children carry out an experiment with two apples to see the impact of unkind behaviour.</p>	<p>Understand that unkind behaviour online can affect other people, even though we can't see them.</p> <p>Understand that the rules created in Unit 1.1 can be applied to any concerns they may have about their online activities.</p>	<p>2 belief/opinion/fact, social media, reliable, source, password, PEGI,</p>
History	<p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <p>Tell the difference between past and present in</p>	<p>Significant historical events, people and places in their own locality – Van Gogh's times (Who was he? When did he live? What was significant about him?)</p>	<p>Past, present, chronological, chronology, change, old, new, modern, long ago, timeline, local</p>

	<p>own and other people's lives.</p> <p>Begins to compare then and now.</p> <p><u>Historical enquiry</u></p> <p>Finds answers to simple questions about the past from sources of information (e.g. photographs, artwork and stories)</p>	<p>- 4 lessons</p> <p>Significant historical events – invention of the telescope – 3 lessons</p>	<p>Compare, similarity, difference</p>
<p>Geography</p> <p>Key: Locational</p> <p>Place</p> <p>Knowledge</p> <p>Human and</p> <p>Physical</p> <p>Geography</p> <p>Geographical</p> <p>Skills and</p> <p>Fieldwork</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <ul style="list-style-type: none"> - Discuss weather each morning during register - Record temperature - Identify changes through the seasons each term <p>Understand the terms human and physical.</p> <p>Identify and describe human and physical features around their school grounds.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</p>	<ul style="list-style-type: none"> • What is the weather like today? • How is the weather changing? • What human features can I find in my school and grounds? <p>What physical features can I find in my school grounds?</p>	<p>Seasons</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p> <p>Weather</p> <p>Temperature</p> <p>Human geography</p> <p>Physical geography</p> <p>Map</p> <p>Location</p> <p>Route</p> <p>Direction</p> <p>Left</p> <p>Right</p> <p>Near</p> <p>Far</p> <p>Features</p>

	<p>features of school building and grounds.</p> <p>Devise a simple map of school grounds, using and construct simple symbols in a key.</p> <p>Devise own map (see guidance in The development of map skills: Sequence sequence of map skills.doc)</p>		
Art	<p>Use more than one colour and a range of objects On paper and textiles Design own printing block (string, card) Produce a clean printed image Recognise different types of printing</p> <p>Use paint media correctly when mixing and applying</p> <p>Mix secondary colours and predict outcome</p> <p>Darken/lighten without black or white</p> <p>Use a variety of brushes to mark make</p> <p>Colour matching</p> <p>Developing skills in computer Arts based programme-operate tools and produce developing patterns.</p>	<p>To know that printing is using objects or shapes to transfer paint and create patterns To know how to ask sensible questions about a piece of art. Artists: Andy Warhol/ Paul Klee</p> <p>To know that primary colours can be mixed to create secondary colours</p> <p>To know how to ask sensible questions about a piece of art (How did the artist create that image? What materials did they use? How does it make you feel? Why did the artist choose to paint this? What could it mean?)</p> <p>Values: Explore relationship with colour mood and feeling</p> <p>Artists: Vincent Van Gogh</p>	<p>detail, block, roller image, ink</p> <p>Darken lighten mood match primary/secondary</p>
DT Make shadow puppets with moving parts	<p>Design:</p> <p>Can I explain what I am making, why I am making it and who it is for?</p> <p>Can I work in a wide range of environments?</p> <p>Can I describe what my product is for and</p>	<p>I know how to use basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</p> <p>I know how to use different methods of joining card and paper.</p>	<p>design, make, evaluate, user, purpose, ideas,</p> <p>mark out, join, decorate, finish</p> <p>names of existing products</p>

	<p>communicate this through talking and drawing and arranging pieces of construction?</p> <p>Make:</p> <p>Can I explain what I am making?</p> <p>Can I use materials and tools correctly?</p> <p>Can I mark and cut out most shapes in a range of materials?</p> <p>Evaluate:</p> <p>Can I talk about what I like and dislike about existing products?</p> <p>Can I talk about the purpose of my product, how it works and how to improve it?</p> <p>Not a National Curriculum Requirement</p> <p>Can I explore objects and designs to identify likes and dislikes?</p> <p>Technical Knowledge:</p> <p>Mechanisms:</p> <p>Can I make a product that moves? [for example, levers, sliders, wheels and axles]</p> <p>Can I cut materials using scissors?</p> <p>Use of Materials:</p> <p>Can I make a structure/model using different materials?</p> <p>Is my work tidy?</p> <p>Can I make my model stronger, if I need to?</p> <p>Construction:</p> <p>Can I make simple plans? (see design)</p> <p>Can I talk about how I want to construct my product?</p> <p>Can I select appropriate resources and tools?</p>	I know about the user and purpose of products.	<p>tools,</p> <p>cut, fold, join, fix</p> <p>wall, tower, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved</p> <p>metal, wood, plastic</p> <p>circle, triangle, square, rectangle</p>
Music Charanga unit	I can speak, chant and sing with one or two	I can choose musical sound effects to follow a	Key Vocab – Pitch, Tempo, Volume, Beat, Rhythm, Louder/quieter, faster/slower,

<p>– Hey You Improvise using notes C and D Compose; drag notes names on to a grid to create a piece of music.</p> <p>Prepare for Christmas Musical</p> <p>Musical Focus – Beat/Pulse</p>	<p>others.</p> <p>I am using better vocal control – more in tune, breathing deeply, singing words clearly.</p> <p>I can sing songs in one or two different styles, conveying different moods and with a sense of enjoyment.</p> <p>I can sing in time to a steady beat, performing an action or sound (eg clap, stamp) on the steady beat whilst singing for part of a song.</p> <p>I can play an instrument by shaking, scraping, rattling, tapping, etc.</p> <p>I can play in time to a steady beat, using one instrument or body sound.</p> <p>I can play loudly, quietly, fast and slow.</p> <p>I can imitate a rhythm pattern, such as rhythmic ostinato or spoken sentence.</p> <p>I can play single pitched note to accompany a song – drone.</p> <p>I can follow simple hand signals for loud/quiet and start/stop.</p> <p>I can use graphics/symbols to portray the sounds they have made and sequence these symbols to make a simple structure (score).</p> <p>I can listen to a piece of music and move in time to its steady beat for some of the piece.</p>	<p>story line or match a picture.</p> <p>I can recognise and respond through movement/dance to the different musical characteristics and moods of music.</p> <p>I can recognise the sounds of the percussion instruments used in class and identify and name them.</p>	<p>higher/lower, speed, dynamics.</p>
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<p>PE</p> <p>Including Learning skills through REAL PE which can be linked into everyday classroom learning</p>	<p>*Get set 4 PE*</p> <p><u>Ball Skills</u></p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p><u>Fundamentals</u></p> <p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p><u>Gymnastics</u></p> <p>Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create</p>	<ul style="list-style-type: none"> • I am beginning to catch with two hands. • I can roll and throw with some accuracy towards a target. • I can track a ball that is coming towards me. • I am beginning to dribble a ball with my hands and feet. • I can work co-operatively with a partner. • I can say when someone was successful. • I can recognise changes in my body when I do exercise. • I am beginning to understand simple tactics. • I can show hopping and jumping movements. • I can change direction. • I can run at different speeds. • I can select my own actions in response to a task. • I use co-ordination to turn a skipping rope. • I can work co-operatively with others to complete tasks. • I can recognise changes in my body when I do exercise. • I can link simple actions together to create a sequence. • I can remember and repeat actions and shapes. • I am confident to perform in front of others. • I can recognise changes in my body when I do exercise. • I can say what I liked about someone else's performance. • I can use apparatus safely and wait for my turn. • I can make my body tense, relaxed, stretched and curled. 	<p>Far, Aim, Fast, Slow, Bend, Improve, Direction, Travel</p> <p>Hop, Direction, Fast, Slow</p> <p>Action, Jump, Roll, Level, Direction, Speed, Point, Balance</p>
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	<p>movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p>*Real PE*</p> <p>Social skills – Autumn 1</p> <p>-I can help praise and encourage others in their learning</p> <p>-I can work sensibly with others, taking turns and sharing</p> <p>-I can play with others and take turns and share with help</p> <p>Dynamic Balance: Jumping & Landing</p> <p>1. Jump from 2 feet to 2 feet forwards, backwards and side to-side.</p> <p>Static Balance: Seated</p> <p>1. Balance with both hands/ feet down. 2. Balance with 1 hand/ 2 feet down. 3. Balance with 2 hands/ 1 foot down. 4. Balance with 1 hand/ 1 foot down. 5. Balance with 1 hand or 1 foot down. 6. Balance with no hands or feet down.</p>		
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	<p>Personal skills- Autumn 2</p> <ul style="list-style-type: none"> - I try several times if at first I don't succeed and I ask for help when appropriate. -I can follow instructions, practise safely and work on simple tasks by myself. - I enjoy working on simple tasks with help. <p>Static Balance: 1 Leg On both legs: 1. Stand still for 10 seconds</p> <p>Coordination: Footwork</p> <p>1. Side-step in both directions. 2. Gallop, leading with either foot. 3. Hop on either foot. 4. Skip.</p>		
PSHE	<p>Beginning and belonging BB12</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to describe some of the qualities of friendship and skills for making friends. • have developed some strategies for managing when friendships are difficult • understand that there are different family patterns • be able to describe what is special about their own family and its members, and about other people they know. 	<p>Beginning and belonging BB12</p> <ol style="list-style-type: none"> 1. To participate in discussions about how to make the classroom a place where they can learn safely and happily. 2. To participate in activities that enable them to develop collaborative relationships within the class. 3. To recognise what it feels like to be new in school. 4. To have some ideas about how to make new people feel welcome in the class. 5. To know who and what might help them if they are in a new situation. 6. To be able to identify adults who can help them if they need support. 7. To know how to ask for help, and to have some ideas about how they can help each other. 8. To understand what they have learned in this unit 	<p>Happy, sad, fair, friendship, sharing, working together, similar, bully, unkind</p>

	<p>Family and friends FF12</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to describe some of the qualities of friendship and skills for making friends. • have developed some strategies for managing when friendships are difficult • understand that there are different family patterns • be able to describe what is special about their own family and its members, and about other people they know. <p>Anti-bullying AB12</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying • be starting to understand that sometimes people are bullied because they may be different in some way from others • be able to describe how it feels to be bullied or see someone else being bullied • be starting to demonstrate simple ways of responding to bullying including by being assertive 	<p>and be able to share it.</p> <p>Family and friends FF12</p> <ol style="list-style-type: none"> 1. To describe what a good friend is and how it feels to be friends 2. To understand why telling the truth is important, especially between friends 3. To develop strategies for choosing, making and developing friendships 4. To explore some ways friendships might be challenging and how we might feel 5. To explore some positive ways to peacefully solve friendship problems 6. To explore concepts of personal space and boundaries and how to express their wishes assertively 7. To understand why families are important for children as they grow up and how people in families care for each other 8. To identify special people outside their family, consider why they are special and how they offer support <p>Anti-bullying AB12</p> <ol style="list-style-type: none"> 1. To understand that teasing, unkindness and falling out might happen in friendships. 2. To begin to describe bullying and recognise examples of physical, verbal and some indirect forms of bullying. 3. To begin to understand some reasons that people bully others and why it is unacceptable. 4. To begin to understand that bullying may happen when people do not respect others who may seem different. 	
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	<ul style="list-style-type: none"> • be able to demonstrate how to be kind to children who are being bullied • be able to identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur. 	<p>5. To understand how people who are bullied may feel.</p> <p>6. To understand how it may feel to see someone else being bullied.</p> <p>7. To understand how someone who bullies may feel.</p> <p>8. To identify some people in and out of school who they can talk to about friendship difficulties and bullying.</p> <p>9. To develop simple strategies for preventing bullying by being assertive.</p> <p>10. To understand simple ways to help someone who is being bullied.</p> <p>11. To identify ways that the school prevents bullying.</p> <p>12. To identify ways that the school promotes a caring ethos, encouraging positive and safe relationships.</p>	
RE	<p>Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion. (AT1)</p> <p>Begin to name the different beliefs and practices of Christianity and at least one other religion. (AT1)</p> <p>Show how different people celebrate aspects of religion. (AT1)</p> <p>Begin to talk about and find meanings behind different beliefs and practices. (AT2)</p> <p>Either ask or respond to questions about what individuals and faith communities do. (AT2)</p> <p>Begin to suggest meanings of some religious and moral stories. (AT2)</p>	<p>Places in Christianity - What makes a place special for Christians? (4wks)</p> <p>Visit to ST Andrews Church</p> <p>Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do.</p> <p>Visit a local church become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.)</p> <p>Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories).</p> <p>Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness</p> <p>Know that the Bible is a special book for Christians</p>	<p>Christianity:</p> <p>Advent, Baptism, Bible, Christ, Christmas, Church, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship, Font, Cross, Altar, Pew, Pulpit, Lectern, Stained glass window, Organ.</p> <p>Judaism:</p> <p>Synagogue: Torah Scrolls</p> <p>Jewish Life: Chanukah, Dreidel, Maccabees, One God (YHWH),</p> <p>Sikhism:</p> <p>Acceptance, Equality, Family life, Forgiveness, Gurdwara,</p>

		<p>because of its message about God and Jesus.</p> <p>Harvest - Who celebrates harvest and Why? (2wks)</p> <p>Festivals – find out how Christians celebrate the festivals of Harvest and why.</p> <p>Why is light and dark important in celebrations? (4wks) Link to Christmas (Christianity), Diwali (Hinduism / Sikhism) and Chanukah (Judaism)</p> <p>Explore the story of Diwali and its meaning to Sikhs and Hindus</p> <p>Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals</p> <p>Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit.</p> <p>Find out about the Maccabbees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days.</p> <p>Listen to some Chanukah songs, sing some in English. Play dreidel.</p> <p>Why is Christmas important to Christians? (2wks)</p> <p>Know the stories about Jesus connected with Christmas and the importance of these for Christians.</p> <p>Festivals – find out how Christians celebrate the festivals of Christmas</p>	
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