

Autumn Curriculum Plan

Year Group: 1

Term: Autumn 2



Subject	Learning
History	<p>History - Toys Now and Then</p> <ul style="list-style-type: none"> To understand similarities and differences between toys now and then. <p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> To be able to observe or handle evidence to ask questions and find answers about the past. To be able to ask questions about what it was like for people in the past. To begin to understand the different ways that the past is represented. To begin to understand that evidence and artefacts can tell us a story about the past. <p>Understanding Chronology</p> <ul style="list-style-type: none"> Begin to place events and artefacts on a timeline. Begin to use words like past, present, old and new. To begin to understand the difference between the past and present. <p><u>Key Vocabulary</u> Observe, artefact, represent, past, present, future, recent, a long time ago, order, year, timeline, toys, grandparents, modern, date, order, memories, photograph</p>
Geography	Taught in Autumn 1
Art	<p>Knowledge</p> <ul style="list-style-type: none"> To describe what they can see and like in the work of another artist. To ask sensible questions about a piece of art. <p>Skills</p> <ul style="list-style-type: none"> To communicate something about themselves and create moods in their paintings. To choose thick and thin brushes as appropriate. To paint something they can see. To name primary and secondary colours. <p><u>Key Vocabulary</u> hue, manufactured, mood, primary colours, secondary colours, tempera</p>
RE	<p>Christianity</p> <ul style="list-style-type: none"> What did Jesus teach about God in his parables? <p><u>Key Vocabulary</u> Parable, Bible,</p>

Science	<p>Everyday Materials:</p> <ul style="list-style-type: none"> ● To distinguish between an object and the material it is made from. ● To describe the simple physical properties of everyday materials. <p>Seasonal changes:</p> <ul style="list-style-type: none"> ● To observe and comment on changes in the seasons. ● To observe and describe weather associated with the seasons and how day length varies <p>Animals including humans:</p> <ul style="list-style-type: none"> ● To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p><u>Key Vocabulary</u> wood, plastic, glass, paper, metal, rock, hard, soft, rough, smooth, shiny, dull, bendy, stiff, season, spring, summer, autumn, winter, month, year, day, night, sun, moon, light, dark, amphibians, fish, reptiles, mammals, birds, wing, beak, tail, fin</p>
Working Scientifically	<ul style="list-style-type: none"> ● Asking simple questions and recognising that they can be answered in different ways (TAPS 'PLAN' - Ways to test reflectiveness) ● Observing closely, using simple equipment ● performing simple tests ● Identifying and classifying ● Using their observations and ideas to suggest answers to questions ● Gathering and recording data to help in answering questions. <p><u>Key Vocabulary</u> Question, answer, test, record</p>
PE	<p>Sending and receiving</p> <ul style="list-style-type: none"> ● Drop and catch a ball after one bounce on the move. ● Move a ball using different parts of the foot. ● Throw and roll towards a target with some varying techniques. ● Kick towards a stationary target. ● Catch a beanbag and a medium-sized ball. ● Attempt to track balls and other equipment sent to them. ● Run, stop and change direction with some balance and control. ● Recognise space in relation to others. ● Begin to use simple tactics with guidance. <p><u>Key vocabulary</u> Defender, attacker, points, score, dribbling, partner</p> <p>School games value: honesty</p>
PE with Total Sports	<p>Gymnastics</p> <ul style="list-style-type: none"> ● Perform balances making their body tense, stretched and curled. ● Take body weight on hands for short periods of time. ● Demonstrate poses and movements that challenge their flexibility. ● Remember, repeat and link simple actions together. <p><u>Key vocabulary</u> Action, jump, roll, level, direction, speed, point, balance</p> <p>School games value: honesty</p>
Computing	<p>Switched On Computing 1.6 – We are celebrating Productivity –Fireworks pictures</p>

	<ul style="list-style-type: none"> ● develop basic keyboard skills, through typing and formatting text ● develop basic mouse or trackpad skills ● develop skills in combining text and images ● discuss their work and think about whether it could be improved. <p>Key Vocabulary type, format, mouse, trackpad, edit, save</p> <p>E-Safety Pixl lesson 2 – Searching the internet Search, website, swiggle</p>
Music	<p>Charanga unit: Hey You Style of main song: Old School Hip-Hop Unit theme: How pulse, rhythm and pitch work together Performance focus: Singing</p> <p>Listening: Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music. Begin to describe and respond to music (dynamics-louder/quieter, tempo-faster/slower, pitch-higher/lower). Begin to articulate how changes in speed, pitch and dynamics affect the mood.</p> <p>Find the pulse: March in time with the pulse. Be an animal that finds the pulse.</p> <p>Rhythms: Copy and clap back rhythms. Clap the rhythm of your name over the track. Make up your own rhythm, from names, favourite colour or phrases.</p> <p>Sing: Rap and sing Hey You in groups in time to the music.</p> <p>Play instruments: Play a range of untuned percussion and play a glockenspiel accurately and in time to the music, as a performance, using one or two notes (C or C + G).</p> <p>Improvise: using the notes C + G.</p> <p>Compose: As a class create a simple melody using simple rhythms, choosing from notes C + D or C, D + E. Use graphics/symbols to portray the sounds they have made. Sequence these symbols to make a simple structure (score). Invent, retain and recall rhythm and pitch patterns. Compose their own sequence of sounds or patterns.</p> <p>Key Vocabulary Pulse, rhythm, pitch, rap, improvise, compose, melody, bass, guitar, drums, perform, shaking, scraping, rattling, tapping, tempo, dynamics.</p>
PSHE and RSE (highlighted objectives are statutory)	<p>Core Theme 1: Health & Wellbeing Ourselves, Growing & changing.</p> <ul style="list-style-type: none"> ● H21. to recognise what makes them special ● H22. to recognise the ways in which we are all unique ● H23. to identify what they are good at, what they like and dislike <p>Keeping Safe</p> <ul style="list-style-type: none"> ● H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them <p>Core Theme 2: Relationships Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> ● R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online ● R11. about how people may feel if they experience hurtful behaviour or bullying <p>Core Theme 3: Living In The Wider World Media literacy & digital resilience</p>

	<ul style="list-style-type: none"> • L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
DT	Taught in Autumn 1
British Values	<p>Friendship</p> <ul style="list-style-type: none"> • Understanding the qualities of being a fantastic friend <p>Resilience</p> <ul style="list-style-type: none"> • 'The Swallow's story' of resilience. How can we be more resilient? <p>Tolerance and respect</p> <ul style="list-style-type: none"> • The Christian celebration of Christmas
SMSC	Gunpowder Plot – How was Guy Fawkes? What did he do? What was wrong with what he did?