

Art/Design Technology

Exploring self portraits by famous artists (Pablo Picasso, Van Gogh, Andy Warhol) and creating self portraits using the colour wheel and understanding how to make a colour lighter/darker using paint. (PSHE cross curricular link: relationship between colours and emotions).

Exploring 'An Autumn Landscape with a view of Het Steen in the Early Morning' (1636) as inspiration for sculptures created using items found outside during Autumn time. Introduction to Anthony Golsworthy.

Creating an artistic response to how a variety food tastes.

Designing and making Christmas decorations.

Literacy lessons Key vocab: capital letter, full stop, sentence, punctuation.

Weekly weekend recounts

Charlie and Lola party planning including party lists, making hats, designing invitations

Little Red Hen including retell story, mask making, wanted posters, ordering pictures and character descriptions

WW2 study including evacuees, comparison of country and town, dig for victory posters, letters home

Cress Head instructions including list of instructions and use of verbs and nouns

Mrs Wobble the Waitress including retelling the story and creating a substitution story

Christmas stocking and advert work

'I eat' poetry work

Poems - performing

Year 1 phonics Autumn-Summer : Phase 2-Phase 5 phonics (PhonicsPlay, WRI cards). Tricky and high frequency words

from Year 1 set (spells words containing each of the 40+ Year 1 handwriting Autumn-Summer: Blue, Red and Yellow Nelson.

son. 1 formation per day including pencil grip Key vocab: capital letter, full stop, sentence, punctuation

SMSC: sharing, learning about the world around us, using creativity and reflecting on our part in the wider world, understanding right and wrong, consequences of behaviours, interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.)

Geography linked to new NC strands

Identify seasonal and daily weather patterns in UK; Seasonal walks in local area including wildlife area in school. Sketches of trees throughout the year. This is a big science topic in year one - children track weather patterns throughout the year. Rain gauges and weather forecast outlines. Use symbols and compass points within map work (treasure maps - within Little Red Hen?)

History linked to new NC strands

know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods: WW2 study including evacuees, rationing, poppies, armies. Life during WW2, rations.

Use evidence and various sources to show that they know and understand key features of events: Historical photographs studied Henry VIII and WW2

Ration books (real) as artefacts, children interview their great grandparents about people they knew in the war.

Changes within living memory - studies in national life over the past 100 years: Transport: WW2 - Etn compare their life to a child living in ww2, Remembrance Day.

Understand some of the ways in which we find out about the past and identify different ways it is represented: throughout the year children have access to the following: Letters from the Times Presentation by experts Library of topic books Computer based researching

PE

Dance—magic toys (other optional dances: construction and space)

Gymnastics

Games

Throwing and catching

(following LCP PE resource file)

Autumn Maths

Number formation 0-20

Ordering numbers to 30

Adding to 10 and 20 (using head and number line)

Counting on - adding number line and in head, Writing number sentences

Number bonds to 10 and 20

Measuring—practical

2d shape properties, names

Money coin values

SMSC: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

RE

Festivals:

To learn a religious festival is a time of celebration

Common elements in most religious celebrations.

Religious festivals concern significant events from the past showing

relevance for today.

What is a festival?

What do people do to celebrate at a religious festival?

Hindu Celebration of Diwali - festival of lights - Story of Rama and Sita

Hanukah - Jewish festival.

Christmas to Christians

SMSC: interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

acceptance and engagement with the fundamental British values of democracy, the

rule of law, individual liberty and mutual respect and tolerance of those with different

faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them

to participate fully in and contribute positively to life in modern Britain.

Computing

Use the mouse to position the pointer/cursor

Use the mouse to drag and place objects accurately on the screen

Draw a picture using a painting programme

Save and print out their work

Reopen saved work

Talk about what is real on the computer

Use the keyboard

Type words

Correct mistakes

Begin to understand what algorithms are and that they are implemented as

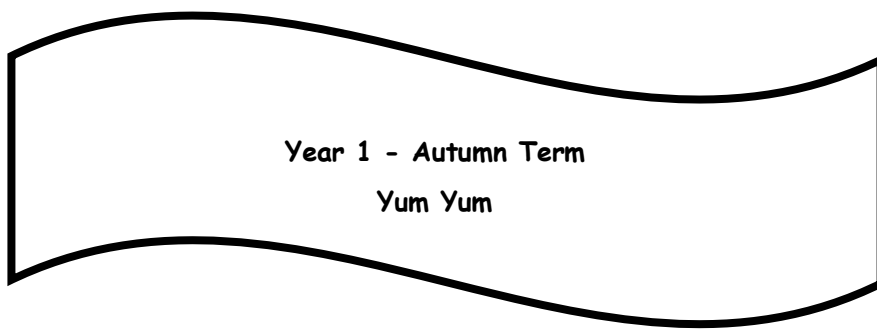
programs on digital devices

Test algorithms to make a floor turtle move in all four directions/reach a

specific target

Know how to clear a Beebot's memory

Learn the rules for staying safe online



PSHE

Getting on and falling out

It's good to be me

Circle time booklet

Building Learning Power (AR's)

(following PSHE file)

Oral literacy: presentation skills with Show and Tell

SMSC: Through our study of other faiths, cultural focus days and from 'Multicultural week,'

we aim to ensure that our children are fully aware and appreciate Britain as multicultural

society.

Music

MUSIC Trax—nursery rhymes to more advanced songs and activities taught

using the Kodaly method to develop a range of skills (pulse, clapping

rhythms and developing pitch and tempo).

HEY YOU—HIP HOP—draws together listening and appraising, composing

and improvising and performing skills.

Exploring sounds and sources.

Exploring duration.

Compose melodies.

Compose firework music and actions.

Musical games and rhymes.

Songs linked to topic YUM YUM

Christmas activities—songs, carols and accompaniments.

Different Animals:

Identify a variety of animals into categories of fish, reptile, mammal, amphibian, fish.

Recognise features of these categories.

Carnivores, herbivores, omnivores

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Plants:

labelling and identifying common and wild plants in local environment

Seasonal Changes:

To be able to observe and describe weather associated with the seasons and how day length varies

To be able to observe changes across the four seasons

Skills:

To be able to ask simple questions and recognise that they can be answered in different ways

To be able to identify and classify objects

To be able to perform simple tests

To be able to observe closely, using simple equipment

To be able to use their observations and ideas to suggest answers to questions

To be able to gather and record data to help answer a question

SMSC: explore feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Other

Charlie and Lola Party with magician

Little Red Hen visit from real chickens

Christmas production

SMSC: Pupils' cultural development is shown by their:

Understanding and appreciation of the wide range of cultural influences that have shaped

their own heritage and those of others understanding and appreciation of the range of

different cultures within school and further afield as an essential element of their

preparation for life in modern Britain. Knowledge of Britain's democratic parliamentary

system and its central role in shaping our history and values, and in continuing to develop

Britain. Willingness to participate in and respond positively to artistic, musical, sporting and

cultural opportunities