



## Year 1 Autumn Term

## History Theme: Childhood

## Theme key knowledge

Life study on Queen Elizabeth II: Early childhood to her coronation and death.

Childhood-> Past and Present: Compare childhood from 1950's looking at the early childhood of Queen Elizabeth II

Writing	Use ideas from their reading in their writing Say out loud what they are going to write Use process of think, say, write, check Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing Improve their writing style Improve their writing by using some new vocabulary Re-read what they have written to themselves, in order to check that it makes sense Plan a 4 sentence story Write a sequence of sentences			Maths	Maths Lessons <ul style="list-style-type: none"><li>Unit 1 counting within 100</li><li>Unit 2 Comparison of numbers, part-whole models</li><li>Unit 3– Numbers 0-5</li><li>Unit 4– 2D and 3D shapes</li></ul> Mastering Number Subitising Composition of numbers 0-10 Comparison of numbers Odd and Even Numbers			Science	Animal Parts				
	Seasonal Changes												
History		Art		PSHE		RE		ICT		PE		Music	
Use common words and phrases relating to the passing of time to communicate ideas and observations Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time. Order information on a timeline. Describe an aspect of everyday life within or beyond living memory. Express an opinion about a historical source. Describe a significant historical event in British history. Describe how a place or geographical feature has changed over time.		<u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.  <u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.		My and My relationships          Valuing difference		Aut 1 What do my senses tell me about the world of religion and belief? <b>Christian, Hindu, Jewish</b>		<u>Computing Systems and networks</u> <ul style="list-style-type: none"><li>Use computers more purposefully</li><li>Log in and navigate around a computer</li><li>Drag, drop, click and control a cursor using a mouse</li><li>Use software tools to create art on the computer</li></ul> <u>Programs</u> <ul style="list-style-type: none"><li>Explain what an algorithm is.</li><li>Write clear algorithms.</li><li>Follow an algorithm.</li><li>Explain what inputs and outputs are.</li><li>Create an achievable program.</li><li>Decompose a design into steps.</li></ul>		Aut 1: <ul style="list-style-type: none"><li>Ball skills</li><li>ABC's (Agility, balance, co-ordination speed)</li></ul> Aut 2: <ul style="list-style-type: none"><li>Gymnastics</li></ul>		<b>Hey You– Charanga</b> use their voices expressively and creatively by singing songs and speaking chants and rhymes;  play tuned and untuned instruments musically;  listen with concentration and understanding to a range of high-quality live and recorded music;  experiment with, create, select and combine sounds using the interrelated dimensions of music.	
						Aut 2 How does a celebration bring a community together? <b>Muslim, Christian</b>							
						Class Book		Ben Nevis: The Twits next door          Table Mountain: Charlie and the Chocolate Factory					
Personal Development opportunities		Circle times Show and Tell											





### Theme key knowledge

Understanding the Victorian Era

Understanding the School day during the Victorian Era

Understand significant people from the Victorian Era

Writing text types	Plan a simple story (beyond 4 sentences) Write a sequence of sentences to form a short narrative or non-narrative text Talk about their writing Read aloud their writing clearly (link with Spoken Language) Join sentences with ‘and’ Change the meaning of words by adding un- Form new nouns by compounding Recognise and know the purpose of verbs Use question marks Understand the uses of exclamation marks Use exclamation marks				Maths Units	Maths Lessons Unit 9-> Unitising and coin recognition Unit 10-> Position and direction Unit 11-> TIME  Mastering Number Composition of numbers 15-20 Addition and subtraction Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a ‘whole’			Science Units	Seasonal Changes  Plants	
History		DT	Art	PSHE	RE	ICT		PE	Music		
<ul style="list-style-type: none"><li>Describe an aspect of everyday life within or beyond living memory.</li><li>Describe changes within or beyond living memory.</li><li>Use a range of historical artefacts to find out about the past.</li><li>Express an opinion about a historical source.</li><li>Create stories, pictures, independent writing and role play about historical events, people and periods.</li><li>Understand the term significant and explain why a significant individual is important.</li><li>Identify some key features of a significant historical event beyond living memory.</li></ul>		Taxi This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.	<u>Skill</u> Sculpture: understand the relationship between drawing and making, 2d and 3d. Pupils explore how to transform materials into sculpture, moving from mark making to balance and structure.	Healthy Me  Changing and Growing	How did the universe come to be?  Christian, Hindu	Programming Bee bots continued  Online Safety continued  Creating Digital Media  <ul style="list-style-type: none"><li>Plan a pictorial story using photographic images in sequence.</li><li>Explain how to take clear photos.</li><li>Take photos using a device.</li><li>Edit photos by cropping, filtering and resizing.</li><li>Search for and import images from the internet.</li><li>Explain what to do if something makes them uncomfortable online.</li></ul> Organise images on the page, orientating where necessary.		Throwing and Catching  Sports Day Preparation	use their voices expressively and creatively by singing songs and speaking chants and rhymes;  Understand and explore pulse  listen with concentration and understanding to a range of high-quality live and recorded music;  experiment with, create, select and combine sounds using the interrelated dimensions of music.		
					Class Book		Ben Nevis: The Midnight Gang by David Walliams				
Trips, or local visits, or visitors		Victorian School day			Personal Development opportunities		Circle times Show and Tell School Sponsored walk				