

SCIENCE

Seasonal changes and weather

- Observe and discuss changes across the four seasons
- Describe the weather associated with the four seasons
- Describe how the length of the day varies across seasons

Introduce animals, including humans (biology)

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Understand the terms carnivores, herbivores and omnivores and use these to identify animals.

Scientific Enquiry

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely using simple equipment.
- Performing simple tests.
- Identifying and classifying
- Using observations and ideas to suggest answers to questions.
- Gathering and recording data to help when answering questions.

HISTORY

Changes within living memory

- How I have grown and changed including sequencing events of own lives
 - Local history – shops past and present/comparison in local area
 - Use of common words and phrases relating to the passing of time
- Understanding of chronology
Continuity and change
Historical enquiry and using historical sources.

GEOGRAPHY

Locational knowledge – continents, oceans, UK seas (+ fieldwork)

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

AUTUMN TERM YEAR 1

RE

Understanding Christianity – What do Christians believe God is Like?

Understanding Christianity – Why does Christmas matter to Christians?

ART

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
- To develop a wide range of design and art techniques using colour, pattern, texture, line, shape, form and space.
- Study the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own work.

CUSP Block A: Drawing – Albrecht Durer + self-portraits in the style of Picasso

CUSP Block B: Painting – Piet Mondrian

DT

- **Design** - Design purposeful, functional appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and where appropriate ICT.
- **Make** – select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.
- **Evaluate** – explore and evaluate a range of existing products, evaluate their ideas and products against design criteria.
- **Technical knowledge** – build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products.

CUSP Block A: Mechanisms – making pop-up book

CUSP Block B: Structures – making a free-standing structure

PE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
 - Participate in team games developing simple tactics for attacking and defending
 - Perform dances using simple movement patterns
- Team games, gymnastics, dance**

MUSIC

- 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 inter-related dimensions of music

COMPUTING

- Recognise common uses of information technology beyond school
 - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
 - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- Technology Around Us
Digital Painting

MENTAL HEALTH AND WELLBEING/PSHE/RSE

Physical Health & Well-being – Fun times

Pupils learn:

about food that is associated with special times, in different cultures

about active playground games from around the world

about sun safety

Keeping safe & managing risk – Feeling safe (including NSPCC 'Talking Pants')

Pupils learn:

safety in familiar situations, including online

about personal safety

about people who keep them safe outside the home

how to ask for help if relationships are making them feel

unhappy, worried or unsafe and how to keep asking until you are heard