

## Term Autumn

### Weeks 15

Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities Home Learning	Supporting Texts
<b>Time capsule</b>	First week back to school, all about me.	<ul style="list-style-type: none"> <li>Use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>Using a capital letter for names</li> <li>Re-reading what they've written to check that it makes sense.</li> <li>Orally constructs ideas before writing</li> <li>Use finger spaces</li> </ul>	English	1	<ul style="list-style-type: none"> <li>Writing autobiographies</li> <li>Writing about summer holidays</li> <li>Writing what we are looking forward to</li> <li>Forming questions about year 1 and the coming year</li> </ul>	Don't be afraid to drop <i>By Julia Cook</i>
		<ul style="list-style-type: none"> <li>To recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>Measure and begin to record Lengths and heights</li> </ul>	Maths	1	<ul style="list-style-type: none"> <li>Collect data for birthdays</li> <li>Ordering days of the week and months of the year</li> <li>Measure height in cm</li> </ul>	The Colour Monster <i>By Anna Llenas</i>

		<ul style="list-style-type: none"> <li>Listen to statements, respond appropriately; ask relevant questions to clarify knowledge, to expand their knowledge and take opportunities to learn new vocabulary</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	Spoken language	1	<ul style="list-style-type: none"> <li>Express likes and dislikes</li> <li>Compare likes and dislikes with classmates</li> </ul>	
			Science	1	<ul style="list-style-type: none"> <li>Label parts of the human body</li> <li>Play body part bingo</li> <li>Identify senses and describe what they are used for.</li> </ul>	
Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
<b>Create a holiday brochure for Egypt</b>	Egyptian project - learning about the world.	<ul style="list-style-type: none"> <li>Egyptian afternoon - introduction to project</li> <li>Name and locate the world's seven continents and five oceans</li> </ul>	Geography	2  2-3	<ul style="list-style-type: none"> <li>Tasting Egyptian food</li> <li>Dressing up in Egyptian clothes</li> <li>Dressing as mummies</li> <li>Locate Egypt on a world map</li> <li>Learn about the continents</li> </ul>	<i>Cinderella on the Nile</i> <i>By Marjan Vafaeian</i>

		<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• Learn about the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>• Events beyond living memory that are significant nationally or globally</li> </ul>	History	4	<p>of the world through song</p> <ul style="list-style-type: none"> <li>• Compare climate in Egypt to climate in the UK.</li> <li>• Design a suitcase for a trip to Egypt</li> <li>• Research landmarks and areas of interest in Egypt</li> <li>• Plot landmarks on a map of Egypt with a key</li> <li>• Learn about to construction of the pyramids and why they are significant</li> <li>• Identify materials clothes are made out of</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	Science	5	<ul style="list-style-type: none"> <li>• Predict which material keeps object coolest</li> <li>• Design and conduct science experiment to test prediction</li> <li>• Draw conclusions</li> </ul>	
		<ul style="list-style-type: none"> <li>• Write sentences by saying out loud what they are going to write about; compose a sentence orally before writing it; sequence sentences to form short narratives and re-read what they have written to check that it makes sense</li> <li>• Develop a wide range of art and design techniques in</li> </ul>	English	6	<ul style="list-style-type: none"> <li>• Create holiday brochure for Egypt</li> <li>• Explain why Egypt would be a good place to visit</li> </ul>	

Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
		<p>using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	Art	4	<ul style="list-style-type: none"> <li>Tea staining paper</li> <li>Copying Hieroglyphics to write name</li> <li>Design and make sarcophagus pot out of clay</li> </ul>	
<b>Make a Frozen planet fact file to teach reception</b>	Part of our Frozen planet project	<ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Observe closely, using simple equipment</li> <li>Perform simple tests</li> <li>Identify and classify</li> <li>Gather and record data to help in answering questions</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the</li> </ul>	<p>Science</p> <p>Geography</p>	7-15	<ul style="list-style-type: none"> <li>Perform ice melting science experiment</li> <li>Which material keep ice coolest?</li> <li>Use world map to locate Arctic, Antarctic and British Isles.</li> <li>Compare and Contrast Polar regions with UK</li> <li><i>Northern Lights</i></li> <li>Compare Frozen Planet</li> </ul>	<p>Penguin and Pinecone <i>By Salina Yoon</i></p> <p><i>Boogie Bear</i> <i>By David Walliams</i></p> <p><i>Polar animals (Non-Fiction)</i></p>



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		<p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> <li>• Explain what their opinions are and why they hold them; maintain attention and participate actively in short collaborative conversations, stay on topic and respond to comments</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Changes within living memory and where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Write sentences by saying out loud what they are going to write about;</li> </ul>	<p>Spoken language</p> <p>History</p> <p>Literacy</p>	<p>to Egypt - Debate: Where would you prefer to live?</p> <ul style="list-style-type: none"> <li>• Articulate what life was like for an Inuit</li> <li>• Would you like to move to Antarctica? Debate</li> <li>• Changes to the environment - melting of the Polar Ice Caps</li> <li>• Senses poetry about snow and ice</li> <li>• Describing settings</li> </ul>	
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		<p>compose a sentence orally before writing it; sequence sentences to form short narratives and re-read what they have written to check that it makes sense</p> <ul style="list-style-type: none"> <li>• Write simple sentences which can be read by themselves and others</li> </ul>				
Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
<b>E-safety poster</b>	Computing sessions and daily reminders	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Recognise common uses of information technology beyond school</li> </ul>	Computing	2-15	<ul style="list-style-type: none"> <li>• What is the internet and how is it used?</li> <li>• Videos and activities using Hectors world</li> <li>• code.org</li> <li>• espresso activities</li> <li>• design poster</li> <li>• Who can help us?</li> </ul>	
Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
<b>Introduction to Spanish</b>	Learning Spanish words	<ul style="list-style-type: none"> <li>• Listen carefully and imitate.</li> <li>• Learn new Spanish vocabulary through Spanish songs.</li> </ul>	<p>Spanish</p> <p>Spoken language</p>	2-15	<ul style="list-style-type: none"> <li>• Record video of children saying 'Hello'.</li> </ul>	

					<ul style="list-style-type: none"> <li>Locating Spain - which continent</li> <li>Recap all Spanish vocabulary</li> </ul>	
Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
<b>Where would I like to live in the UK debate</b>	Whole class debate	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	Geography	8	<ul style="list-style-type: none"> <li>learn how the UK is divided</li> <li>learn about accents</li> <li>learn about traditions</li> <li>debate where which country you would like to live in and why</li> </ul>	
Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
<b>My friend and I comparison</b>	All about me	<ul style="list-style-type: none"> <li>Identify their own feelings and experiences relevant to their learning about religion.</li> <li>Identify those things they find puzzling or interesting.</li> <li>Identify what is of value and concern to themselves or others.</li> </ul>	R.E	2-15	<ul style="list-style-type: none"> <li>Explore our beliefs and what is important to us</li> <li>Understand that there are people different from ourselves.</li> </ul>	



Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
KS1 Nativity	KS1 Christmas production	<ul style="list-style-type: none"> <li>Attempt to gain the interest of the listener(s)</li> <li>Recall the outline of religious stories including some aspects of the life of a key religious figure</li> <li>Act out own and well-known stories, using voices for characters</li> <li>Discuss why they like a performance</li> <li>Identify the main events and characters in stories, and find specific information in simple texts</li> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics, recognising</li> </ul>	Speaking and listening  R.E  English	12  13  14	<ul style="list-style-type: none"> <li>Comparing similarities and differences between our culture and others.</li> <li>Is it okay to be different?</li> <li>Storyboard 'The Christmas Story'</li> <li>Write a setting for the birth of Jesus.</li> <li>Write a script for a scene from 'The Christmas Story'</li> <li>Perform Christmas story in front of an audience.</li> <li>Perform your scene as part of a KS1 Assembly.</li> </ul>	

		<p>and joining in with predictable phrases</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically</li> </ul>	Music		<ul style="list-style-type: none"> <li>Learn and perform songs from Nativity story</li> </ul>	
Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Design a Christmas card	Creating individual cards that will be produced as printed cards.	<ul style="list-style-type: none"> <li>Develop a wide range of art and design techniques in using colour, pattern, texture</li> </ul>	Art	6	<ul style="list-style-type: none"> <li>Investigating shades of green</li> <li>Decorating Christmas tree</li> <li>Writing 'merry Christmas'</li> </ul>	
Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Recreate Kandinsky art work	Weekly art sessions	<ul style="list-style-type: none"> <li>Learn about 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.</li> <li>Use a range of materials creatively to design and make products</li> </ul>	Art	1-15	<ul style="list-style-type: none"> <li>Learn about Kandinsky and his artwork</li> <li>Learn about primary and secondary colours</li> <li>Mix colours</li> <li>Recreate concentric circle art work</li> </ul>	

Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Develop Core Mathematical Skills	Maths investigations	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> </ul>	Maths (number)	1-2	<ul style="list-style-type: none"> <li>Ordering number</li> <li>Counting sets of objects</li> <li>Creating number lines</li> <li>Ordering numbers</li> </ul>	
		<ul style="list-style-type: none"> <li>Use mental methods to add and subtract one-digit and two-digit numbers to 20 including zero</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul>	(addition)	2	<ul style="list-style-type: none"> <li>Addition and subtracting</li> <li>Dice addition</li> <li>Under the sea word problems</li> <li>Adding and taking away on a number line</li> </ul>	
		<ul style="list-style-type: none"> <li>Subtract one-digit and two-digit numbers to 20, including zero</li> <li>Identify one more and one less</li> <li>being to recognise place value</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero</li> </ul>	(subtraction)	3	<ul style="list-style-type: none"> <li>Mathletics</li> <li>Addition</li> <li>Adding using a number line</li> <li>Adding using objects</li> <li>One more and one less games</li> </ul>	

		<ul style="list-style-type: none"> <li>Add one-digit and two-digit numbers to 20, including zero</li> </ul>	(place value)	4	<ul style="list-style-type: none"> <li>Number name games/ matching</li> </ul>	
		<ul style="list-style-type: none"> <li>Recognise and name common 2-D including: 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> </ul>	(2D shapes)	5	<ul style="list-style-type: none"> <li>2D shape quiz</li> <li>Drawing and labelling 2D shapes</li> <li>Properties of 2D shapes</li> <li>Shape models</li> </ul>	
		<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for:</li> <li>Length and height (eg long/short, longer/shorter, tall/short, taller/shorter, double/half)</li> </ul>	(length)	6	<ul style="list-style-type: none"> <li>Investigate the length of different dragons</li> <li>Compare heights of each other</li> </ul>	
		<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> </ul>	(number)	7	<ul style="list-style-type: none"> <li>Ordering number</li> <li>Counting sets of objects</li> <li>Creating number lines</li> <li>Ordering numbers</li> </ul>	
		<ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal</li> </ul>	(fractions)	8	<ul style="list-style-type: none"> <li>Fractions</li> </ul>	

		<p>parts of an object, shape or quantity.</p> <ul style="list-style-type: none"> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>			<ul style="list-style-type: none"> <li>Making pizzas</li> <li>Investigating what shapes can be split in halves and quarters</li> <li>Link to division, show many children are we sharing between</li> </ul>	
		<ul style="list-style-type: none"> <li>Recognise odd and even numbers</li> </ul>	(odd/even numbers)	9		
		<ul style="list-style-type: none"> <li>Share numbers and objects between groups</li> </ul>	(division)	10	<ul style="list-style-type: none"> <li>Division and subtraction</li> <li>Using arrays</li> <li>Sharing sweets</li> </ul>	
		<ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes</li> </ul>	(money)	11-12	<ul style="list-style-type: none"> <li>Money bingo</li> <li>Calculating the cost of a trip to an aquarium</li> <li>Role play shop</li> <li>Ordering coins</li> <li>Counting in 2's 5's and 10's</li> </ul>	
		<ul style="list-style-type: none"> <li>Add one-digit and two-digit numbers to 20, including zero</li> </ul>	(comparing numbers)	13-14		
		<ul style="list-style-type: none"> <li>Christmas word problems</li> </ul>	(word problems)	15	<ul style="list-style-type: none"> <li>Dice addition</li> </ul>	

Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
					<ul style="list-style-type: none"> <li>Using a number line</li> <li>Counters</li> </ul>	
<b>Perform Gymnastic sequence</b>	Gymnastic sessions  Games sessions	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>	P.E  P.E	2-15	<ul style="list-style-type: none"> <li>Experiment with shapes</li> <li>Learn balances</li> <li>Learn rolls</li> <li>Put together sequence with beginning and end pose</li> <li>Participate in KS1 games sessions</li> <li>Play and learn rules of a range sports including; football, hockey, tag rugby and basketball</li> </ul>	
Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Handwriting and grammar	Handwriting sessions, applying phonics knowledge.	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>	Handwriting	1-15	Nelson handwriting scheme	



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		<ul style="list-style-type: none"><li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li></ul>				
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