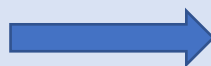


Curriculum Converter:



Flying Start Curriculum

Overview: This project teaches children about everyday life and families today, including comparisons with childhood in the 1950's, using artefacts and a range of different sources. Children will learn about their family history, local BIRDS through time and compare life and childhood from the 1950s with now. The children will explore different ways of representing themselves and their lives so far, including timelines, self – portraiture and family tree creations.

<p>Pitstop</p> <p>Family tree making afternoon.</p> <p>Parent finale:</p> <p>The story of my life... so far! Open gallery to parents, of 'all about me'</p> <p>opportunities for visitors to leave feedback</p>	<p>Why this?</p> <p>Children have acquired basic knowledge all about themselves and their immediate family in EYFS.</p> <p>The children will now start to expand their knowledge about the local area and where they come from/live/extended family.</p> <p>Children can begin to compare their own experiences with a different decade and learn about the concept of time.</p>	<p>Why now?</p> <p>Children have transitioned from Reception and have some experience of learning 'all about me.'</p> <p>Childhood FoS for Aut 1 – strong links with transition</p>
<p>Trips / Visitors</p> <p>Trip: Buckinghamshire learning museum- toy through time workshop</p> <p>Experience: Lewin house</p> <p>Visitors: Parents/ grandparents – family tree making</p>	<p>Local Community link</p> <p>Lewin house- we will visit them.</p>	<p>Primary/Secondary sources of evidence:</p> <p>Primary- People, toy artifacts from bucks museum, own photos of the childrens and their families lives, (Potential artifacts from residents of Lewin house)</p>

Lewin House residents (we will visit them!)	Secondary- photos of old toys, video clips of school in the 1950s, stories of fiction and non fiction texts
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Year 1 Autumn FOS Birds Through Time (Maestro: Childhood)

Autumn 1a

<p>Lesson 1 : Introductory Knowledge</p> <p>P.Study Breadth History Aims 5 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 1 Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p>Skill Year 1 Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>Memorable experience (Can be moved as this will be your trip)</p> <p>P.Study Breadth History Aims 7 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge Year 1 Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p> <p>Specific knowledge Year 1 Everyday objects, such as baby bottles, clothing, toys and books, can tell us about childhood in the past.</p>	<p>Timelines</p> <p>P.Study Breadth History Aims 8 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Knowledge Year 1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>Specific knowledge Year 1 Photographs can be ordered chronologically on a timeline.</p> <p>Skill Year 1 Order information on a timeline.</p>	<p>Important events</p> <p>P.Study Breadth History Aims 5 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 1 Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p>Specific knowledge Year 1 Important life events include occasions such as birthdays, religious or family celebrations and personal achievements.</p> <p>Skill Year 1 Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>Family Trees</p> <p>P.Study Breadth History Aims 8 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Knowledge Year 1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>Specific knowledge Year 1 A family tree is a diagram that shows the relationship between people in several generations of a family.</p>	<p>How long ago was the 1950's</p> <p>P. of Study Breadth History Aims 8 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Knowledge Year 1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>Skill Year 1 Order information on a timeline.</p> <p>Everyday life in the 1950's</p> <p>P. of Study History 12 Year 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>7 Year 1 Aims Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge Year 1 Aspects of everyday life include houses, jobs, objects, transport and entertainment.</p>	<p>Childhood in the 1950's</p> <p>P. of Study History 12 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Knowledge Year 1 Aspects of everyday life include houses, jobs, objects, transport and entertainment.</p> <p>Skill Year 1 Describe an aspect of everyday life within or beyond living memory.</p> <p>Elizabeth II Coronation</p> <p>P. of Study History 3 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Knowledge Year 1 Significant historical events include those that cause great change for large numbers of people.</p> <p>Specific knowledge Year 1 The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.</p> <p>Skill Year 1 Describe a significant historical event in British history.</p>	<p>Innovate 1</p> <p>P.Study Breadth History Aims 5 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 1 Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p>Skill Year 1 Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>Innovate 4</p> <p>P. of Study History 12 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Knowledge Year 1 Identifying similarities and differences helps us to make comparisons between life now and in the past.</p> <p>Skill Year 1 Identify similarities and differences between ways of life within or beyond living memory.</p>
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	Skill Year 1 Use a range of historical artefacts to find out about the past		Skill Year 1 Order information on a timeline.	Year 1 Historical sources include artefacts, written accounts, photographs and paintings. Skill(s) Year 1 Describe an aspect of everyday life within or beyond living memory. View progression Year 1 Express an opinion about a historical source.		
		<p>Stages of human life 2 Year 1 Well-being Learn about growing and changing from young to old and how people's needs change.</p> <p>P. of Study RHE - Health education 1 Year 1 Changing Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Knowledge Year 1 People grow from being babies to toddlers, then children, adolescents, adults and elderly people. As people grow older, they have more responsibilities, such as having a job, buying a house, looking after children and elderly parents.</p> <p>Skill(s) Year 1 Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.</p>			<p>Changes over time</p> <p>P. Study Breadth Geography Aims 3 Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Knowledge Year 1 Geographical features can change over time.</p> <p>Skill Year 1 Describe how a place or geographical feature has changed over time</p>	

<p>MUSIC</p> <p>Autumn 1 Menu This unit is based around a fun, cumulative song with off-beat rhythms that presents a series of tasty dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. In addition, children practise</p>	<ul style="list-style-type: none"> • Become familiar with the song's structure by listening actively to the music. • Understand that the menu increases for each day of the week when a new dish is added. • Be able to join in singing most of the song. 	<ul style="list-style-type: none"> • Practise keeping a steady beat. • Take part in activities to help memorise the words. • Practise singing the song. 	<ul style="list-style-type: none"> • Practise keeping a steady beat. • Listen out for a bass instrument, moving fingers in time with it playing. • Learn the song <i>Rain is falling down</i> by rote, and show the shape of the pitch moving with actions. • Learn to sing <i>Rain is falling down</i> to mi-re-do. 	<ul style="list-style-type: none"> • Recap singing <i>Rain is falling down</i> with 'rain' and body ladder actions. • Listen to <i>The herring song</i> and talk about the structure. • Practise singing <i>Menu song</i> from memory to the backing track. • Use percussion instruments to improvise 	<ul style="list-style-type: none"> • Practise singing the song along with the backing track. • Choose instruments to play in the performance and practise accompaniment ideas along with the singing. • Plan props and costumes for the performance in the final week. 	<ul style="list-style-type: none"> • Warm-up. • Take part in a dress rehearsal. • Take part in a performance – either live to an audience or videoed.
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<p>their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing a leader. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress</p>			<p>Practise singing <i>Menu song</i></p>	<p>an accompaniment to <i>Menu song</i>.</p>		
<p>PE (ML) Autumn 1 Unit 1 Attack Defend Shoot To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities To experience opportunities to improve agility, balance and coordination</p>	<p>1. Practice throwing at targets accurately 2. Pass a beanbag between pairs with some control 3. Explain/show ways you can pass a beanbag/ball to a partner</p>	<p>1. Experiment catching a variety of beanbags and different sized balls 2. Recognise how you can intercept a ball or beanbag 3. Use basic defensive technique</p>	<p>1. Experiment with different ways you can send a ball or beanbag 2. Roll/slide a ball or beanbag to a partner and a target</p>	<p>1. Score points by throwing a beanbag or ball into an opponent's hoop 2. Demonstrate simple defending to stop beanbag/ball going into hoops 3. Describe how they threw the beanbag and how they defended their hoop</p>	<p>1. Work with a partner to attack and defend a target against an opposition 2. Describe simple ways you can work with your partner to score and defend points 3. Play AFL Task, 2 v 2</p>	<p>1. Participate in competitive games against an opponent using attacking and defending skills. 2. Comment on how you used different attacking and defending skills you have already learned to help you in your games.</p>
<p>PE (CT) Autumn 1 Unit 2 Co-operate & Solve problems Copy and repeat various patterns and actions Show an understanding of their own feelings and others Solve more complex tasks using skills learned Work and play cooperatively and take turns</p>	<p>1. Work with a partner to move along a pathway/trail. 2. Keep track of objects on a checklist. 3. Make a straight line in a variety of ways.</p>	<p>1. Apply teamwork to play cooperative parachute games. 2. Use communication skills to resolve simple tasks.</p>	<p>1. Respond, copy and repeat repetitive actions. 2. Work with a partner to form jumping patterns. 3. Work as a team to coordinate and cooperate in movement actions</p>	<p>1. Reproduce patterns from images. 2. Respond to visual cues.</p>	<p>1. Create and follow tapping patterns. 2. Relate previous learning to solve problems.</p>	<p>1. Compete as part of a team to participate in an obstacle relay. 2. Recall and remember actions linked to colours. 3. Navigate obstacles and remember actions from cues.</p>

<p>COMPUTING</p> <p>Year 1 – Technology around us – Autumn 1 Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p>	<p>To identify technology</p> <ul style="list-style-type: none"> I can explain technology as something that helps us I can locate examples of technology in the classroom I can explain how these technology examples help us 	<p>To identify a computer and its main parts</p> <ul style="list-style-type: none"> I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag 	<p>To use a mouse in different ways</p> <ul style="list-style-type: none"> I can use a mouse to open a program I can click and drag to make objects on a screen I can use a mouse to create a picture 	<p>To use a keyboard to type on a computer</p> <ul style="list-style-type: none"> I can say what a keyboard is for I can type my name on a computer I can save my work to a file 	<p>To use the keyboard to edit text</p> <ul style="list-style-type: none"> I can open my work from a file I can use the arrow keys to move the cursor I can delete letters 	<p>To create rules for using technology responsibly</p> <ul style="list-style-type: none"> I can identify rules to keep us safe and healthy when we are using technology in and beyond the home I can give examples of some of these rules I can discuss how we benefit from these rules
<p>PSHE</p>						

<p>SCIENCE</p> <p>Seasonal Changes:</p> <ul style="list-style-type: none"> The seasons (1.1) Day length (1.2) Weather around the world (1.3) 	<p>Name the seasons and describe some of the things that happen in each of them. Set up temp/rainfall monitoring station. (1.1)</p>	<p>Identify a particular month with a season. (1.1)</p>	<p>Explain that day length varies across seasons and around the globe. (1.2)</p>	<p>Explain seasonal differences between the northern and southern hemispheres. (1.2)</p>	<p>Describe different types of weather. (1.3)</p>	<p>State the different types of weather associated with different seasons. (1.3)</p>	<p>Investigating different weather types (lightning and wind). (1.7)</p>
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NOTE: DT unit – We have planned a 6 week FOS study for a 7 week term. This DT unit has 6 lessons and the suggestion would be to carry this out over 1 day and then an afternoon:

<p>Year 1 Autumn</p>	<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>
<p><i>Companion project: Shade and Shelter</i></p> <p>This project teaches children about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.</p>	<p><u>Investigating shelters</u></p> <p>P. of Study Design and technology Evaluate Explore and evaluate a range of existing products.</p> <p>Knowledge Year 1 Everyday products are objects that are used routinely at home and school, such as a toothbrush, cup or pencil. All</p>	<p><u>Properties of material</u></p> <p>P. of Study Science</p> <p>4 Year 1 Materials Distinguish between an object and the material from which it is made.</p> <p>4 Year 1 Materials Identify and name a variety of everyday</p>	<p><u>Designing shelters</u></p> <p>P. of Study Design and technology</p> <p>4 Year 1 Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p><u>Building prototype shelters</u></p> <p>P. of Study Design and technology</p> <p>3 Year 1 Make Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p><u>Designing a play den</u></p> <p>P. of Study Design and technology</p> <p>4 Year 1 Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p><u>Building a play den</u></p> <p>P. of Study Breadth Design and technology</p> <p>2 Year 1 Aims Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate</p>

	<p>products are designed for a specific purpose.</p> <p>Knowledge Year 1 Two products can be compared by looking at a set of criteria and scoring both products against each one.</p> <p>Specific knowledge Year 1 A shelter is a structure designed to give protection from weather or danger. A bus shelter, office block, garage, carport, tent, bird table, shed, conservatory, house, kennel and caravan are all examples of shelters. A shelter can be permanent, like a house or garage, or temporary, like a tent or gazebo.</p> <p>Skill Year 1 Name and explore a range of everyday products and describe how they are used. View progression</p> <p>Skill Year 1 Describe the similarities and differences between two products</p>	<p>materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Knowledge</p> <p>Year 1 A material is what an object is made from. Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.</p> <p>Skill(s) Year 1 Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.</p>	<p>4 Year 1 Design Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Knowledge</p> <p>Year 1 Design criteria are the explicit goals that a project must achieve.</p> <p>Skill(s) Year 1 Create a design to meet simple design criteria.</p>	<p>10 Year 1 Technical Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Knowledge Year 1</p> <p>Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.</p> <p>Year 1 Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p> <p>Year 1 A structure should have strong, sturdy supports that are joined so that they do not move. The roof and walls should have a covering for protection against the weather, and there should be an entry point.</p> <p>Skill(s) Year 1 Select and use a range of materials, beginning to explain their choices. View progression</p> <p>Year 1 Construct simple structures, models or other products using a range of materials.</p>	<p>4 Year 1 Design Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>3 Year 1 Make Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Knowledge</p> <p>Year 1 Design criteria are the explicit goals that a project must achieve.</p> <p>Year 1 Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.</p> <p>Year 1 A play den is a shelter, usually built outside. It is a temporary structure made from found or readily available materials. It can be used for imaginative play or to provide protection from the weather.</p> <p>Skill(s) Year 1 Create a design to meet simple design criteria. View progression</p> <p>Year 1 Select and use a range of materials, beginning to explain their choices.</p>	<p>successfully in an increasingly technological world.</p> <p>10 Year 1 Technical Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Knowledge</p> <p>Year 1 Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food.</p> <p>Year 1 Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p> <p>Skill(s)</p> <p>Year 1 Follow the rules to keep safe during a practical task. View progression</p> <p>Year 1 Construct simple structures, models or other products using a range of materials</p>
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<h2>Autumn Term 2</h2>					
<p>Innovate 5</p> <p>P.Study Breadth History Aims 7 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why</p>					

<p>contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge Year 1 historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p> <p>Skill Year 1 Use a range of historical artefacts to find out about the past.</p>					
<p>Companion Project: Mix it</p> <p>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.</p> <p>Lets Mix</p> <p>P. of Study Art and design 10 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knowledge Year 1 The primary colours are red, yellow and blue.</p> <p>Specific knowledge Year 1 The secondary colours are green, purple and orange. These colours can be made by mixing primary colours.</p> <p>Skill Year 1 Identify and use paints in the primary colours</p>	<p>The colour wheel</p> <p>P. of Study Art and design 10 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knowledge Year 1 The primary colours are red, yellow and blue.</p> <p>Specific knowledge Year 1 The colour wheel is a diagram that organises colours and shows their relationships.</p> <p>Same or different</p> <p>P. of Study Art and design 4 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.</p> <p>Knowledge Year 1 Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p>Specific knowledge Year 1 Wassily Kandinsky and Piet Mondrian are two famous artists, known for using a vivid palette of primary and secondary colours in their work.</p> <p>Skill Year 1 Identify similarities and differences between two or more pieces of art</p>	<p>Colour Carousel 2 hours</p> <p>P. of Study Art and design 10 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knowledge Year 1 A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</p> <p>Specific knowledge Year 1 Colours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print.</p> <p>Skill Year 1 Make simple prints and patterns using a range of liquids including ink and paint</p> <p>Specific knowledge Year 1 Physical features include a beach, cliff, coastline, forest, hill, mountain, sea, ocean, river, soil, valley and lake.</p> <p>Skill Year 1 Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Evaluate</p> <p>P. of Study Breadth Art and design Aims 4 Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Knowledge Year 1 Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p> <p>Skill Year 1 Say what they like about their own or others' work using simple artistic vocabulary.</p>	<p>Companion project – Our Wonderful World</p> <p>What is Geography?</p> <p>P. of Study Geography Features 2 Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Knowledge Year 1 Physical features are naturally-created features of the Earth.</p> <p>Specific knowledge Year 1 Human features are made by people. They include a city, town, village, factory, farm, road, bridge, house, office, port, harbour and shop.</p> <p>Maps</p> <p>P. of Study Geography Fieldwork 5 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.</p> <p>Knowledge Year 1 A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map</p>	<p>Location</p> <p>P. of Study Geography Fieldwork 5 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Knowledge Year 1 Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p> <p>Specific knowledge Year 1 A location is a place or the position of something.</p> <p>Skill Year 1 Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>Directional Language</p> <p>P. of Study Geography Fieldwork 5 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Knowledge Year 1 Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p>	<p>Continents and Oceans</p> <p>P. of Study Geography 1 Year 1 Location Name and locate the world's seven continents and five oceans.</p> <p>4 Year 1 Fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Knowledge Year 1</p> <p>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <p>Skill(s) Year 1 Name and locate the world's seven continents and five oceans on a world map.</p> <p>Hot and Cold Places</p> <p>P. of Study Geography 3 Year 1 Features Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>2 Year 1 Place Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and</p>

			<p>has symbols to show where things are located.</p> <p>Skill Year 1 Draw or read a simple picture map.</p>	<p>Specific knowledge Year 1 Direction is the way you travel to get somewhere.</p> <p>Specific knowledge Year 1 The compass points north, south, east and west can be used when giving directions.</p> <p>Skill Year 1 Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p>	<p>of a small area in a contrasting non-European country.</p> <p>Knowledge Year 1 Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.</p> <p>Year 1 Places can be compared by size, amenities, transport, location, weather and climate.</p> <p>Skill(s) Year 1 Locate hot and cold areas of the world in relation to the equator. View progression</p> <p>Year 1 Identify the similarities and differences between two places</p>
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<p>MUSIC</p> <p>Autumn 2 Colonel Hathi's March This unit is based around the piece 'Colonel Hathi's march' from <i>The Jungle Book</i>. Pupils will explore moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as well as responding to music through movement. (lessons 1-3) Magical musical interlude Experiencing music through practical and active learning helps children get inside the music – in this case, 'Aquarium' from <i>The carnival</i></p>	<p>Keep in time with 'Colonel Hathi's march' and listen to it played on brass instruments.</p> <ul style="list-style-type: none"> • March in time with Colonel Hathi's herd of elephants. • Listen to and talk about how instruments can sound like animals. • Sing along to the counting (and possibly the verse) at the same time as marching. 	<p>Explore instruments found in marching bands. Compose and play simple marching music.</p> <ul style="list-style-type: none"> • Understand that instruments can have different timbres (sound different to each other). • Describe the characteristics of march music. • Compose some marching music and perform it. 	<p>Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it.</p> <ul style="list-style-type: none"> • Keep in time with different people's footsteps. • Listen to a piece of classical music from a ballet. 	<p>Experiment with sounds to create aquarium-inspired music.</p> <ul style="list-style-type: none"> • Make up a dance in response to the 'March of the toy soldiers' from <i>The Nutcracker suite</i> by Tchaikovsky. Experiment with the timbre of percussion instruments, learning how to play them gently, quietly, and slowly. • Experiment with the timbre of percussion instruments, learning how to play them gently, quietly, and slowly. • Understand what an aquarium is and what lives in it. 	<p>Listen actively to 'Aquarium' and refine aquarium-inspired compositions.</p> <ul style="list-style-type: none"> • Actively listen to 'Aquarium', representing two musical ideas with movement. • Use the graphic symbols created in Lesson 1 to recap playing their aquarium-inspired music. • Perform a class magical musical aquarium piece, record it, listen back and talk about it. • Listen to Down there under the sea, creating actions, and joining in. 	<p>Learn a sea-themed song and combine it with aquarium-inspired compositions to create a ternary-shaped piece.</p> <ul style="list-style-type: none"> • Learn to sing <i>Down there under the sea</i> rhythmically and in tune. • Create a 'drip-drop' chime bar accompaniment for the song using the note C. • Create a ternary-shaped piece bringing together the aquarium-inspired compositions, song and accompaniment. • Record a performance of the full piece.
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<p><i>of the animals</i> by Camille Saint-Saëns. Work your way through a range of activities, including responding to music through moving, exploring the sound of instruments, listening and singing, and of course composing your own musical aquarium.</p>				<ul style="list-style-type: none"> • Work together in groups to create aquarium-inspired music. • Draw graphic symbols to represent their music and provide a 'score' for Lesson 2. 		
<p>Autumn 2 (ML)</p> <p>Unit 2 Attack Defend Shoot</p> <p>To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining the reasons why we enjoy exercise</p>	<ol style="list-style-type: none"> 1. Recognise the reasons why heart rate increases during exercise. 2. Discuss what makes exercise fun. 3. Play a range of pulse raising activities 	<ol style="list-style-type: none"> 1. Play in a game with defined areas 2. Play as part of a team to attack and defend 3. Anticipate the direction of an attack 	<ol style="list-style-type: none"> 1. Bounce the ball with some control to self 2. Begin to bounce a ball to a partner 3. Play 2-on-1 using bouncing skills to score 	<ol style="list-style-type: none"> 1. Play with a partner using throwing, catching and bouncing skills to score points 2. Work under pressure to hit targets 3. Transfer target skills into a competitive game 	<ol style="list-style-type: none"> 1. Play in a game where rules apply. 2. Adapt to play to the rules. 3. Recognise when rules have changed. 	<ol style="list-style-type: none"> 1. Identify where to stand to defend goals (hoops) best 2. Play in competitive games 3. Play using defined rules in a game
<p>Autumn 2 (CT)</p> <p>Unit 1: Dance</p> <p>Respond to a range of stimuli and types of music Explore space, direction, levels and speeds Experiment creating actions and performing movements with different body parts</p>	<ol style="list-style-type: none"> 1. Compose a travelling sequence using a variety of body parts 2. Explore ideas, moods and feelings 3. Show control, coordination and spatial awareness 	<ol style="list-style-type: none"> 1. Perform with an awareness of body shape with a partner 2. Show control, coordination and spatial awareness 3. Demonstrate some musicality throughout the performance 	<ol style="list-style-type: none"> 1. Compose a movement pattern to demonstrate unison 2. Develop partner work 3. Explore ideas and movements showing a friendship theme 	<ol style="list-style-type: none"> 1. Compose a sequence demonstrating mirroring and following 2. Watch what others do and suggest improvements to their work 3. Create a short dance based on visual stimulus 	<ol style="list-style-type: none"> 1. Compose a short dance sequence that shows sensitivity to the theme 2. Show greater control, coordination and spatial awareness in their movement patterns 3. Demonstrate an ability to create a dance with a clear start, middle and end 	<ol style="list-style-type: none"> 1. Choose and link actions to make short dance phrases that reflect rhythmic qualities 2. Explore repetition through a dance sequence 3. Perform dance phrases and short dances that express ideas and feelings
<p>COMPUTING</p> <p>Creating Picture – Digital media – Autumn 2</p> <p>Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p>	<p>To describe what different freehand tools do</p> <ul style="list-style-type: none"> • I can make marks on a screen and explain which tools I used • I can draw lines on a screen and explain which tools I used • I can use the paint tools to draw a picture 	<p>To use the shape tool and the line tools</p> <ul style="list-style-type: none"> • I can make marks with the square and line tools • I can use the shape and line tools effectively • I can use the shape and line tools to recreate the work of an artist 	<p>To make careful choices when painting a digital picture</p> <ul style="list-style-type: none"> • I can choose appropriate shapes • I can make appropriate colour choices • I can create a picture in the style of an artist 	<p>To explain why I chose the tools I used</p> <ul style="list-style-type: none"> • I can explain that different paint tools do different jobs • I can choose appropriate paint tools and colours to recreate the work of an artist • I can say which tools were helpful and why 	<p>To use a computer on my own to paint a picture</p> <ul style="list-style-type: none"> • I can make dots of colour on the page • I can change the colour and brush sizes • I can use dots of colour to create a picture in the style of an artist on my own 	<p>To compare painting a picture on a computer and on paper</p> <ul style="list-style-type: none"> • I can explain that pictures can be made in lots of different ways • I can spot the differences between painting on a computer and on paper • I can say whether I prefer painting using a computer or using paper

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SCIENCE Everyday materials: <ul style="list-style-type: none"> Introduction to materials (1.4) Testing materials (1.5) 	Name different materials and describe them based on their properties. (1.4)	Identify the materials from which objects are made and explain how their properties make them suitable for purpose. (1.4)	Choose materials for different purposes based on their properties. (1.4)	Investigate the transparency of materials. (1.5)	Investigate how waterproof different materials are. (1.5)	Investigate how absorbent different materials are. (1.5)	Design, build and test an underwater base. (1.5)
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NOTE: These following lessons are for the 7th week of the term and lead on from the Geography unit “Our Wonderful World.” They are to be completed over two days:

<p>4 countries of the UK</p> <p>P. of Study Geography</p> <p>4 Year 1 Fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>3 Year 1 Location Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Knowledge Year 1 The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p> <p>Skill(s) Year 1 Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Different types of settlement</p> <p>P. of Study Geography Features 4 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Aerial photographs</p> <p>P. Study Geography Fieldwork 5 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.</p> <p>Knowledge Year 1 An aerial photograph or plan perspective shows an area of land from above.</p> <p>Specific knowledge Year 1 Google Earth is a computer program that accesses aerial images of the world via satellites.</p> <p>Skill Year 1 Identify features and landmarks on an aerial photograph or plan perspective.</p> <p>Woodlands, Hedgerows and Meadows</p> <p>P. Study Geography Fieldwork 7 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Knowledge Year 1 Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully.</p> <p>Skill Year 1 Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.</p>	<p>Local human physical enquiry</p> <p>P. Study Geography Fieldwork 7 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Knowledge Year 1 Data is information that can be collected and used to answer a geographical question.</p> <p>Knowledge Year 1 Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.</p> <p>Skill Year 1 Collect simple data during fieldwork activities. View progression</p> <p>Skill Year 1 Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p>
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<p>Knowledge Year 1 A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.</p> <p>Skill Year 1 Identify the characteristics of a settlement.</p>		
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