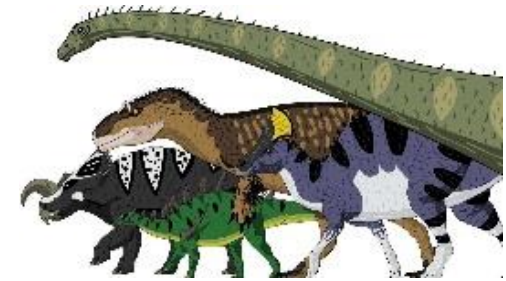




Dinosaurs

Year 1

Autumn 1



Dinosaurs

Science

Everyday materials

(Seasonal changes)

History

Mary Anning – Significant
Palaeontologist

Geography

Locational knowledge

Art and Design

Colour mixing Painting technique

PE

Netball

RE

Christianity: Creation Story

Computing

Move My Beebot/ More than My
Beebot

PSHE

Being me in my world

Science

| Everyday Materials | Term: 1 | Year: 1 | |
|---|---|---|---|
| <p>Foundations of previous learning: ELGS that feed into Science: Understanding the World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Mathematics: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> | | | |
| Unit Learning | | | |
| NC Objective - Coverage | Skills | Knowledge | Vocabulary |
| Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties | Remember science words and facts. Use pictures and actions to describe. Sort using instructions | I can name everyday materials. I know the properties of everyday materials. I can compare the properties of materials. I can explain which material would be best and why. | Solid Bending Squashing Twisting Stretching Similarity Difference Property hard/soft shiny/dull bendy/not bendy stretchy/stiff transparent/opaque |
| | Assessment of Skills | Assessment of Knowledge | rough/smooth waterproof/not waterproof absorbent/not absorbent metal plastic glass brick paper fabric foil elastic wood |
| | Explaining science Classification (See Phil Watkins Assessment boards) | Can you name everyday materials? What are the properties of everyday materials? Can you compare the properties of materials? Which material would be best and why? | |

| Seasonal changes | Term: Across the year | Year: 1 | |
|--|---|--|--|
| <p>Foundations of previous learning: ELGS that feed into Science: Understanding the World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Mathematics: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Communication and Language: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> | | | |
| Unit Learning | | | |
| NC Objective - Coverage | Skills | Knowledge | Vocabulary |
| Observe the apparent movement of the sun during the day Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies | Use relevant words when I talk or write Add to block charts and pictograms | Describe the weather To know there are four seasons | Season Sun Sky Autumn Winter Spring Summer Year Month |
| | Assessment of Skills | Assessment of Knowledge | Week Day weather (various) temperature rainfall day length sun shadow |
| | Explaining science Data, tables and graphs (See Phil Watkins Assessment boards) | Can you tell me what the weather is like today? What season is it? What are the other seasons called? What is it like in Autumn etc.? | |

History

| Mary Anning – Significant individual - Palaeontologist | Topic: Dinosaurs | Term: Autumn 1 | Year: 1 |
|--|---|--|--|
| <p>Foundations of previous learning: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> | | | |
| Unit Learning | | | |
| NC Objective - Coverage | Skills | Knowledge | Vocabulary |
| <p>To look at the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> | <p><u>Chronological understanding</u> Uses words and phrases: old, new, young, days and months. Sequence some events or 2 related objects in order.</p> <p><u>Knowledge and understanding</u> Tell the difference between past and present in own and other people's lives.</p> <p><u>Historical interpretation</u> Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p><u>Historical enquiry</u> Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> | <p>Recall key information about Mary Anning. To know periods of time (BC) To compare then and now. Be able to use their knowledge and understanding to answers simple questions about the prehistoric past and changes Know about processes and conditions that have an effect on dinosaurs Be able to give some reasons for particular events and changes in prehistoric time Find out about what other plants and animals existed at the time of the dinosaurs Describe the work of a palaeontologist Identify the possibilities and theories for the extinction of the dinosaurs Be able to explain why the dinosaurs died out</p> | <p>Before jaws After teeth Now skeleton Later muscles Dinosaur plates Past crests Present palaeontologist Period of time identify Dinosaur (names of various ice age dinosaurs E.G. triceratops, extinction diplodocus, brachiosaurus, Disease centrosaurus, t-rex)</p> |
| | Assessment of Skills | Assessment of Knowledge | |
| | <p>I can sequence some events or 2 related objects in order.</p> | <p>Can you explain what a fossil is? Who was Mary Anning? Can you explain the changes from the prehistoric period to now? Can you explain any processes and conditions that have an effect on dinosaurs? Be able to give some reasons for particular events and changes in prehistoric time Can you name any other plants and animals that existed at the time of the dinosaurs? Can you name similarities in dinosaurs? Can you explain why the dinosaurs died out?</p> | |

Geography

| Dinosaurs – Locational Knowledge | Topic: Dinosaurs | Term: Autumn 1 | Year: 1 |
|--|--|--|---|
| <p>Foundations of previous learning: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> | | | |
| Unit Learning | | | |
| NC Objective - Coverage | Skills | Knowledge | Vocabulary |
| <p>Place Knowledge To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Human and Physical Geography To 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><u>Knowledge & Understanding</u> Describe in simple terms how wind or water has affected the geography of an area. Ask and respond to questions about places/environment. Use the correct terms for simple geographical features.</p> <p><u>Practical</u> Use basic geographical vocabulary to name physical and human features. Use maps, pictures and stories to find out about different places.</p> | <p>Know about processes and conditions that have an effect on dinosaurs. Know about locations in which fossils have been discovered in the UK Know some physical and human features of the UK landscape. Know the countries that make up the UK.</p> | <p>key physical features beach cliff coast forest hill mountain sea ocean river soil valley vegetation season and weather</p> |
| | Assessment of Skills | Assessment of Knowledge | |
| | <p>Name and locate four countries of the United Kingdom on a map or globe. Identify the similarities and differences between the local environment and one other place.</p> | <p>What locations have fossils been discovered in the UK? Is this manmade or natural? Which countries are in the UK?</p> | |

Art and Design

| | | | | |
|---|--|--|---|----------------|
| Colour mixing, painting technique | | Topic: Dinosaurs | Term: Autumn 1 | Year: 1 |
| Foundations of previous learning: Children will have experienced opportunities to experiment and design their own creative responses art. | | | | |
| Unit Learning | | | | |
| NC Objective - Coverage | Skills | Knowledge | Vocabulary | |
| Pupils should be taught: To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | Work from observations and known objects. Begin to collect ideas in sketchbooks. Develop collages, based on a simple drawing, using papers and materials building using sticks/rocks/leaves etc.) Use thick felt tip pens/chalks/charcoal/wax crayon/pastel. Hold a large paintbrush correctly. Make marks using paint with a variety of tools. Consider consistency when applying paint. Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools. To know how to mix primary colours to make secondary colours. Finger print, sponge print and block print to form patterns, experiment with amounts of paint and develop control. | To record carefully into their sketch book To experiment using a range of materials to create different effects To choose the most suitable material for a given task To use paint brush correctly using different strokes of create different effects To understand the effect of having too much paint on a paint brush To be able to observe and recreate a known object/image | Primary Secondary Sketch Paint brush Paint Mixing Strokes Observation Materials Sculpture Design Collage Felt tip Chalk Charcoal Wax crayon Pastel Pencil Paper Colour mixing Pattern Line | |
| | Assessment of Skills | Assessment of Knowledge | | |
| | Finger print, sponge print and block print to form patterns, experiment with amounts of paint and develop control. Mix primary colours to make secondary colours. | Can you recreate the colour wheel to show primary and secondary colours? Can you recreate an image/object using the most appropriate resources/materials? Can you use your imagination to create an image using a variety of tools? | | |

Physical Education

| Netball | | Term: Autumn 1 | Year: 1 |
|---|---|--|---------|
| <p>Foundations of previous learning: ELGS that feed into PE: Physical Development: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Physical Development - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Expressive arts and design: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | | | |
| Unit Learning | | | |
| NC Objective - Coverage | Skills and Knowledge | Vocabulary | |
| <p>To 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</p> <p>To participate in team games, developing simple tactics for attacking and defending</p> | <p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words. Move fluently, changing direction and speed easily and avoiding collision Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking. Understand the aspects of tracking, and get in line with the ball to receive it Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions. Recognise space in their games and use it to their advantage planning where to stand to make it difficult for opponents Describe what it feels like when they breathe faster during exercise Explain why running and playing games is good for them Watch others movements carefully Describe what they have done or seen others doing. Copy what they see and say why it is good To identify and show their understanding. To perform as part of a team.</p> | <p>Direction Speed Collision Fluently Accuracy Throwing Striking Kicking Aiming Position Games Opponent Movement Control Feet Co ordination Distance Sequence</p> | |
| | Assessment | | |
| | <p>Move fluently and control a ball during invasion games.</p> | | |

Religious Education

| Topic: Christianity: Creation Story | | Year: 1 | Term: Autumn 1 | |
|---|---|---|--|--|
| Foundations of previous learning: Not previously taught – see EYFS | | | | |
| Unit Learning | | | | |
| NC Objective - Coverage | Skills | Knowledge | Vocabulary | |
| <p>Does God want Christians to look after the world?</p> <ul style="list-style-type: none"> • Re-tell the Christian Creation story • Explore how this influences how Christians behave towards nature and the environment. | <p>Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs</p> <p>Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression</p> <p>Beliefs and teachings (what people believe) Recount outlines of some religious stories</p> <p>Practices and lifestyles (what people do) Recognise features of religious life and practice</p> <p>Expression and language (How people express themselves) Recognise some religious symbols and words</p> <p>Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied</p> <p>Meaning and purpose (Making sense of life) Identify things they find interesting or puzzling, in religious materials studied</p> <p>Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied</p> | <p>To understand how the world is precious. To understand that we need to look after the world. To understand where items in nature came from. To understand the Christians believe that God created the world and the nature around us. To understand why God sat down on the 7th day to have a rest. To understand that Christians believe that God wants people to look after the world as He has created it for them and gave it to people to enjoy and look after it for Him. To understand that Christians believe the universe and human life are God's creation. To know that humans are made in the image of God.</p> | <p>Natural Earth God Christian Environment Care World Creation story Believe Belief Teachings Value Commitment Opinion Moral</p> | |
| | Assessment of Skills | Assessment of Knowledge | | |
| | | <p>I can say how it felt to make something. I can express an opinion about the Christian belief about creation.</p> | <p>I can remember the Christian Creation story and talk about it.</p> | |

Computing

| Move My Beebot/ More than My Beebot | | Topic: Programming | Year: 1 | Term: Autumn 1 |
|--|---|---|--|--|
| <p>Foundations of previous learning: Children from EYFS are be able to...</p> <ul style="list-style-type: none"> • make a floor robot move. • use simple software to make something happen. • make choices about the buttons and icons I press, touch or click on. | | | | |
| Unit Learning | | | | |
| NC Objective - Coverage | Skills | Knowledge | Vocabulary | |
| <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> | <p>Computer Science: Understand what algorithms are When a computer does something it is following instructions called code. Understand that programs respond to inputs to do different things. Can give precise instructions for a program to work successfully.</p> | <p>Move My Beebot To meet Bee-Bot and think about what they may already know To give instructions to each other in pairs To use counters to investigate how far Bee-Bot moves with one forward press and how much Bee-Bot turns with the right turn or left turn buttons To draw their own 'town' on a large sheet of paper and plan routes for Bee-Bot To self-assess their confidence to implement their algorithm as a program To use the pause button when traffic lights are added to their town To use the word algorithm (it is not expected they fully understand the word at this stage)</p> <p>More than My Beebot To give instructions to my friend and follow their instructions to move around. To describe what happens when I press buttons on a robot. To describe what actions, I need to do to make something happen. To begin to predict what will happen for a short sequence of instructions. To begin to use software/apps to create movement and patterns on a screen. To use the word debug when I correct mistakes when I program.</p> | <p>Algorithm Backward Button Clear Code Debug Distance Floor robot Forward Go Instructions Mistake</p> | <p>Move Pause / Wait Predict Program Quarter turn / right angle Turn left Turn right Sequence Stop</p> |
| | Assessment of Skills/Assessment of Knowledge | | | |
| | <p>Move My Beebot I can give instructions to my friend and follow their instructions to move around. I can describe what happens when I press buttons on a robot. I can describe what actions I need to do to make something happen. I can begin to predict what will happen for a short sequence of instructions. I can use the word debug when I correct mistakes when I program.</p> <p>More than My Beebot Can you begin to identify an algorithm to achieve a more complex route? Can you create my own maze for a partner to solve? Can you accurately use the word debug when suggesting changes to make to a program? Can you begin to accurately predict the distance required to make the car move forwards in one command?</p> | | | |

[PSHE](#)

| Being Me in my world | | Jigsaw | Year: 1 | Term: Autumn 1 |
|---|---|--------|---|----------------|
| <p>Foundations of previous learning: ELGS that feed into PSHE: Understanding the World: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Personal, Social, Emotional Development: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Personal, Social, Emotional Development: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Personal, Social, Emotional Development: Children play cooperatively, taking turns with other. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Communication and Language: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> | | | | |
| Unit Learning | | | | |
| Themes (Puzzle pieces) | Outcomes | | Vocabulary | |
| Special and Sade My class Rights and responsibilities Rewards and feeling proud Consequences Owning our learning charter | I feel special and safe in my class I understand the rights and responsibilities as a member of my class I know that I belong to my class I understand the rights and responsibilities of being a member of my class I know how to make my class a safe place for everybody to learn I know my views are valued and can contribute to the Learning Charter I can recognise how it feels to be proud of an Achievement I can recognise the choices I make and understand the consequences I can recognise the range of feelings when I face certain consequences I understand my rights and responsibilities within our Learning Charter I can understand my choices in following the Learning Charter | | Special Safe Belonging Rights Responsibilities Choice Consequences Feelings Proud | |
| | Assessment | | | |
| | To know the rights and responsibilities of being a member of my class. | | | |