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Cultural Capital	Live Zoo-Edinburgh zoo- Penguins						
English	<p>Stories by the same author</p> <p>Hook- penguin found at school- generate questions</p> <p>Make predictions about the story.</p> <p>Collect vocabulary to describe a character.</p> <p>Write a character description.</p>	<p>Explore setting. Look at videos of South Pole</p> <p>Collect words and phrases to describe the setting.</p> <p>Write setting description- Lost and Found</p> <p>Sequence the story.</p>	<p>Identify beginning, build up, problem, resolution</p> <p>Retell story in small chunks- over course of 3 lessons.</p> <p>Independent writing- describe South Pole</p>	<p>Non -chronological report</p> <p>Hook - learn about penguins and their habitats (geographical links). Create KWL grid of what we want to learn.</p> <p>Short writing opportunities. Read and gather information from reading non chronological reports.</p>	<p>Non- chronological reports</p> <p>Gathering evidence and exploring the main features of a non chronological report.</p> <p>Gather facts and evidence while generating questions. Short writing opportunity, creates penguin fact file with facts that have been discovered.</p>	<p>Story with a repeated pattern</p> <p>The Wonky Donkey</p> <p>To create poster to find donkey</p> <p>Explore features of missing poster.</p> <p>Make inferences about character from vocab.</p> <p>Collect words and phrases to describe a character</p> <p>Write sentences to describe character</p>	<p>Independent writing- create poster to find wonky donkey, include description and details found on a poster.</p> <p>Video message from donkey and postcard. Read, make inferences, write a reply.</p>
Maths	<p>Counting, number formation (to 20 and beyond)</p> <p>Count forwards to 20</p> <p>Count backwards from 20</p> <p>Count objects</p> <p>Write numbers to 20</p>	<p>Place value (Place value of 2 digit numbers)</p> <p>Identify tens and ones</p> <p>Use concrete resources/ drawings</p> <p>Solve problems.</p>	<p>Place Value</p> <p>1 more/1less, 10 more/less/ comparing numbers</p>	<p>Length/Mass</p> <p>Measure length using non-standard units.</p>	<p>Addition</p> <p>Number bonds to 10</p> <p>Addition using concrete resources</p> <p>Part whole models</p> <p>Identify fact families</p>	<p>Subtraction</p> <p>Subtract using concrete and pictorial representations</p> <p>Solve problems</p>	<p>Addition and subtraction using Statistics</p> <p>Finding the difference</p> <p>Interpret block graph</p>
Science Animals Incl. Humans	<p>Prior to the beginning of the topic, collect children's prior knowledge about animals and humans as a class- floor book</p> <p>What do the children know?</p> <p>What would they like to find out?</p> <p>Record any questions they have.</p>	<p>To explore our sense of taste</p> <p>Recap our senses. Identify something that you like the sound of, you don't like the sound of</p> <p>Something that smells nice,</p>	<p>To identify, name and label the parts of the body and say which part of the body is associated with which sense.</p> <p>Quiz- body parts</p> <p>Look in a mirror- what can you tell me about what you can see?</p>	<p>To identify and understand the 5 senses.</p> <p>Recap learning from Reception- identify the 5 senses.</p> <p>Which body part helps us with each sense?</p> <p>Investigate using different senses, taste, touch and smell.</p> <p>Children to explore how senses</p>	<p>To investigate whether taller children have bigger feet.</p> <p>Make your predictions</p> <p>Work in small groups</p> <p>I think _____ will have bigger feet because _____</p> <p>Write results.</p> <p>I found out....</p> <p>Plenary:</p>		<p>Apply learning. Outline of a person without labels drawn on.</p> <p>Reflect on learning from throughout the topic.</p> <p>Answer questions about our senses</p> <p>Children to label as many different parts of the body as they</p>

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	Group tasks.	<p>something that doesn't smell very nice, etc.</p> <p>Focus on the sense of taste. How do we taste things? Does everything taste the same?</p> <p>*Can you add your own labels to any different body parts? (e.g. ankle, tongue)</p>	<p>Identify the importance of eyes, ears, nose and mouth in relation to the senses.</p> <p>Draw and label features of the face using mirrors and an outline/ vocabulary provided.</p> <p>Plenary- discuss disabilities- what helps people to see and hear if they have visual or hearing impairments.</p> <p>Follow up task: record children talking about the facial features on their partner- discuss similarities and differences. (Showbie)</p>	<p>are used to identify flavours and smells.</p> <p>(Reinforce that although we use our hands to touch, we can feel things with all parts of our body)</p> <p>Feely board (different materials stuck to board e.g, bubble wrap, foam, fabric, tin foil- children take turns to guide partner to touch feely board use different body parts to identify each material. Plenary-which body part was best to use to touch? Why?</p>	Discuss findings. What else could we investigate?	can independently. Blank body outline.	
<p>Science Nature Journal</p> <p>Alongside science topic</p>	<p>Seasonal Change:</p> <ul style="list-style-type: none"> <li>• Begin to identify observations towards the end of September. Explore school grounds with magnifying glasses- leaves, signs of living things, signs of seasonal change. Make observations. Children draw pictures (clipboards) collect things from outside.</li> <li>• What do you associate with autumn? Children record drawings/ write key words that they think of when they think about autumn.</li> <li>• October- look for signs of autumn outside. Look at the trees losing leaves, autumnal colours. Why are there fewer plants and animals?</li> <li>• Collect leaves- create drawings, make observations, discuss colour changes, describe, group leaves.</li> </ul>						
<p>Geography</p> <p>Continents and oceans</p>	<p>To explore maps and terminology.</p> <p>What is a map? Globe? What's the same/ different?</p> <p>Explore a map of the world and a globe. Identify land and sea.</p> <p>What do you know about the world?</p> <p>Discuss compass rose and directions- N, S, E W and identify equator, North and South hemisphere. (refer to CQ docs)</p> <p>Children label N, S hemispheres and equator, as well as compass points.</p>	<p>To compare and contrast a map with a satellite image.</p> <p>Quiz- recap compass points.</p> <p>What is a satellite image? Explore and discuss different images.</p> <p>Children identify what's the same and what's different.</p> <p>Challenge: Do you agree? Satellite images are not very useful for giving day-to-day</p>	<p>To locate and name the world's 5 oceans.</p>	<p>To name and locate the world's seven continents.</p> <p>Which countries have you visited on holiday? Look at countries on a world map. Explain that these countries are in different continents.</p> <p>Refer to CQ docs to explain the term continent.</p> <p>Watch video about continents</p> <p>Task: Label continents on a world map.</p>	<p>To identify which continents you would find animals around the world.</p> <p>Partner task. Animals (panda, koala, lion, fox, polar bear etc.) and world map. Cut and stick animals into the correct continent</p>	<p>Review learning of continents.</p> <p>To explore hot and cold places in relation to the equator.</p> <p>Explore pictures of hot and cold places. What's it like in hot /cold places. Make comparisons- weather, houses, vegetation, activities, animals.</p> <p>Colour in map, label North Pole and South Pole, equator. Which continents/ countries are hotter? Why?</p>	<p>Review learning</p> <p>Label maps and oceans on a blank world map</p> <p>Which continent would you like to live on and why? Showbie Voice notes</p> <p>Draw on learning of weather, activities, animals etc.</p>

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		directions from one place to another.					
History							
Art Food- drawings, sculptures, still life		To understand what still life painting is.  Explore still life. Make observations about pieces of artwork by a range of artists.  Understand Baroque signified wealth.	To explore the work of Paul Cezanne and how his paintings made people feel.	To experiment with lines, tone and light in observational drawings.  Explore importance of shadow, light using pencil and shading.  Draw a piece of fruit several times, making improvements.	To experiment with lines, tones and light in observational drawings using paint.	Recreate a piece of still life artwork by Cezanne.  Sketch, paint	To create a still life drawing in the style of Cezanne.  Sketch own still life set of objects from around the classroom
DT							
RHE	Classroom rules and expectations What are rules? Who makes them? Why?  Talk about ATL chart, 'we are Strike Lane code of conduct', decide on classroom rules.  Link to story 'When Dragons go to School'.  Create a class promise to get her and child sign with handprint.	To understand the meaning of 'respect'.  Group task	RE- feeling cared for Roles of family members, important people in our lives. Our special people balloons  Who is special to me?  Discuss who is important to use. Why are they important?  Complete special people balloon activity- write/draw people who are special to me.  How can we show them they are special to us?	To understand how families are different.  Link to book; Families, families.		To identify qualities which make a good friend'  Relationships What makes a good friend?  What qualities would you like in a friend? Watch video of children talking about what makes a good friend.  Outline of person- inside I am a good friend because...	To recognise the difference between being unkind and bullying.  Coram Lesson: Kind and unkind behaviour Share definitions: unkind, tease, bully.  Read out scenarios- children decide whether it is unkind, teasing or bullying. Add to Showbie

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							Discuss examples of each type of behaviour- add photo to showbie	
RE Christianity- God	<p>To identify the members of your family.</p> <p>Who is in your family? Are all of our families the same? How might they differ?</p> <p>Draw and label family members. Why is your family special?</p>	<p>To talk about the role of parents and identify ways parents take care of children</p> <p>What are parents? What is their role? Talk about ways parents take care of you. Create recipe for a good parent.</p>	<p>To understand why Christians refer to God as a father.</p> <p>Read the Lord’s Prayer. Why might Christine refer to god as a father? What does this suggest about their beliefs in God?</p> <p>In the Lord’s Prayer, they ask God to give their their daily bread and forgive them of their sins. How does this reveal their discussions about good parents?</p>	<p>To explore the role of the father in the parable of The Lost Son.</p>	<p>To understand why Christians pray.</p> <p>Why do Christians pray? Look at Christian prayer in different contexts and using aids with prayer. Discuss similarities/ differences between images. Look at examples of prayer. Children generate a list of reasons why they may say a pray to God</p>	<p>To reflect on t own role within a family and identify who they can turn to for support.</p> <p>As a child what support do they need to grown and succeed? How do they support others? Who do you have to talk to? Why is it good to talk?</p>		
PE	Rolling a ball	Rolling a ball with some accuracy	Roll a range of equipment with some accuracy	To show the skills of rolling in different ways	To demonstrate a simple tactic in a rolling game.	To show two simple tactics in a game.	To revise all rolling skills.	To apply 2 simple tactics in a game (rolling)
	Fundamental Skills – Baseline unit	To demonstrate the skills of underarm throwing and hopping.	To demonstrate skills of overarm throwing and skipping.	To catch and bounce a ball.	To catch and bounce a ball.	To demonstrate skills of running and jumping.	To demonstrate skills of kicking and rolling a ball.	Review learning of rolling. Apply tactics in a game.
Computing	To identify how technology is used in the classroom.	To identify advantages of how technology is used in the community.	Blue-Bots	To convert an algorithm sequence into a code using digital device.  From A to B From A to C avoiding B etc.	To draw an algorithm sequence to reach a destination (Blue bot job cards).	To understand the term debugging.	To devise more than 1 route to reach a destination.	

			To create a simple algorithm from A to B using digital device.				
<p><b>Music</b></p> <p>'Hey You!' Pulse/rhythm, pitch (rap)</p>	<p>To listen to and understand the pulse in a piece of music using different movements.</p>	<p>To listen and appraise 'Me, Myself and I' and consider its pulse whilst discussing the importance of lyrics.</p>	<p>To begin to see similarities in Rap Music and understand the different use of voice in the genre.</p>	<p>To use instruments and actions to begin to create a performance alongside 'Rapper's Delight'.</p>	<p>Listen to and appraise 'U Can't Touch This' and identify instruments and explore feelings about the song using musical terminology.</p>	<p>Use instruments to keep a steady pulse for the duration of 'It's Like That' and consider different ways we can represent the pulse through movement.</p>	<p>To perform</p>

