

Year group: Year One Term: Autumn 2nd Half
Focus Subject: History

Key Vocabulary:

Past, present, within living memory, beyond living memory, timelines, chronology, remember, events.

RE: as theologians, we will:

Baptism/Confirmation – Belonging
Children will be able to **recognise** and use some religious words and phrases used in Baptism, such as ‘I baptise you in the name of the Father...’ Children will **recognise** that Baptism is the beginning of life in the Church family. Children will be able to **ask questions** about what they and others wonder about Baptism and becoming a Christian and realise some of these are difficult to answer. Children will be able to **use** religious words and phrases to **begin to describe** some actions and symbols used in a Baptism ritual such as pouring of water, anointing with oil, lighting the baptismal candle etc.

Advent/Christmas – Loving
Children will be able to **talk about** their experience and feelings about waiting. Children will be able to say what they **wonder** about waiting. Children will **begin to ask and respond** to questions about their own and others’ experiences and feelings of waiting. Children will **begin to ask and respond** to questions about what they and others wonder about and realise that some of these questions are difficult to answer.

Art: As artists, we will:

Exploring simple printing.

- 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
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To know 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.

PE: As athletes, we will:

Move in different ways and directions and keep balance.
Catch a ball in different ways.
Throw underarm.
Use all these key skills: to move change direction and hit a ball in a competitive situation.

BIG QUESTION: How am I making History?

Practise at Home:

Daily reading and keyword practise.

As Musicians, we will:

Learners will develop their vocal skills through exploring music. When you add rhythm and pitch, they combine with pulse to create a song (especially if we also add words) or a piece of music. When singing, playing, improvising and composing in this unit, remember the Foundational Elements of Music.

Science: As scientists, we will:

- Explore that the four seasons are winter, spring, summer and autumn.
- Use our skills to observe changes in autumn.
- Explore how the weather is different in each season.
- Use a thermometer to measure the temperature of different seasons.
- Explore the features of deciduous trees.
- Describe the changes of winter using observation skills.
- Make observations of the weather during winter.
- Investigate day length using observation skills.

Computing: As programmers, we will:

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.

History, as Historians we will:

- Order three photographs correctly on a simple timeline.
- Use the terms ‘before’ and ‘after’ when discussing their timelines.
- Talk about three memories and place one of them on a timeline.
- Explain why memories are special and name four events that they celebrate throughout the year.
- Think of three ways they celebrate their birthday.
- Ask a visitor one question about childhood in the past.
- Know a similarity and a difference between childhood now and in the past.
- Add three ideas to a time capsule about themselves.
- Use key vocabulary to compare the present, the past and possible changes in the future.



Educate
Protect
Love
Serve

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

English: As readers and writers, we will:

Take part in daily RWI lessons working at the appropriate level to use and apply our sound knowledge to reading and writing

- Innovate stories to provide alternative endings.
- Write detailed descriptions using adjectives.
- Writing ideas including new vocabulary.
- Sequence stories, beginning, middle and end.
- Be able to use a variety of story openers.
- Plan our own narrative.
- Sequence sentences to write a narrative using signs of success.
- Write instructions using bullet points.
- Use verbs to give instructions.
- Rehearse and perform a poem in unison with actions.

Maths: As mathematicians, we will:

Represent and use number bonds and related subtraction facts within 20.
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$.
Represent and use number bonds and related subtraction facts within 20.
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles].
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.



Focus: Why do we wear poppies? Teacher: Miss Sophie Cooper.							
Dates	W/C 4 th November 2024	W/C 11 th November 2024	W/C 18 th November 2024	W/C 25 th November 2024	W/C 2 nd December 2024	W/C 9 th December 2024	W/C 16 th December 2024
Events	Back to School Monday inset day				KS1 Xmas play		
English	Poetry Using our 5 senses to write a poem about Autumn.	Text: The Enormous Turnip (Fiction) <ul style="list-style-type: none"> • Cold task • Story map • Hot seating • Box it up 	Text: The Enormous Turnip (Fiction) <ul style="list-style-type: none"> • Identify grammar • Identify key vocabulary • Describe a character • Write story – Simplify and embellish. 	Text: The Enormous Turnip (Fiction) <ul style="list-style-type: none"> • Innovate the story • Box up new story • Plan own story • Plan own story 	Text: The Enormous Turnip (Fiction) <ul style="list-style-type: none"> • Write own story • Write own story • Edit. Celebration of writing.	Text: The Enormous Turnip (non-Fiction) <ul style="list-style-type: none"> • Identify key features of a set of instructions. • Identify what they need to make turnip soup. • Identify instruction sentence starters. • To use verbs to give instructions. 	Text: The Enormous Turnip (non-Fiction) <ul style="list-style-type: none"> • Identify what they need to make turnip soup. • Innovate instructions • Write a set of instructions on how to make carrot soup. • Make carrot soup.
Phonics and Spelling	Children to take part in RWI lessons in streamed groups which allow the children to access the learning at appropriate levels. Children will be practising their phonic knowledge and applying this to reading and writing.						
Maths	Focus Unit 4: Subtraction within 10 <ul style="list-style-type: none"> • How many are left? (1) • How many are left? (2) • Break apart (1) • Break apart (2) • Fact families. 	Focus Unit 4: Subtraction within 10 <ul style="list-style-type: none"> • Subtraction on a number line. • Add or subtract 1 or 2. • Solve word problems – addition and subtraction. Focus Unit 5: 2D and 3D shapes <ul style="list-style-type: none"> • Recognise and name 3D shapes. • Sort 3D shapes. 	Focus Unit 5: 2D and 3D shapes <ul style="list-style-type: none"> • Recognise and name 2D shapes. • Sort 2D shapes. • Make patterns with shapes. Focus Unit 6: Numbers to 20 <ul style="list-style-type: none"> • Count to 20. • Understand 10. 	Focus Unit 6: Numbers to 20 <ul style="list-style-type: none"> • 11, 12 and 13. • 14, 15 and 16. • 17, 18 and 19. • Understand 20. • One more and one less. 	Focus Unit 6: Numbers to 20 <ul style="list-style-type: none"> • The number line to 20. • Label number lines • Estimate on a number line. • Compare numbers to 20 • Order numbers to 20. 	Focus Unit 6: Numbers to 20 <ul style="list-style-type: none"> • Add together • Add more Unit 7: Addition and subtraction within 20	Focus Unit 7: Addition and subtraction within 20 <ul style="list-style-type: none"> • Add by counting on within 20. • Add ones using number bonds. • Find and make number bonds to 20. • Doubles • Near doubles.

<p style="text-align: center;">Science Seasonal changes</p>		<p>Signs of autumn To recognise the signs of autumn</p> <p>Key learning points</p> <ol style="list-style-type: none"> 1. The year can be divided into four seasons, each lasting approximately three months. 2. The four seasons are winter, spring, summer and autumn. 3. The season of autumn happens in September, October and November. 4. The leaves of some trees begin to change colour in autumn. 5. We can use our skills to observe changes in autumn. 	<p>Weather in autumn To describe the weather in autumn</p> <p>Key learning points</p> <ol style="list-style-type: none"> 1. The weather is often different in each season. 2. Some types of weather can be described as cold, cloudy, windy, rainy or sunny. 3. The weather in autumn is often windy and rainy and turns colder. 4. Temperature is how hot or cold something is. 5. A thermometer can be used to measure the temperature of different seasons. 	<p>Signs of winter To recognise the signs of winter</p> <p>Key learning points</p> <ol style="list-style-type: none"> 1. There are twelve months in one year 2. The four seasons are winter, spring, summer and autumn. 3. The season of winter occurs in December, January and February. 4. Deciduous trees have no leaves or very few leaves in winter. 5. Changes in winter can be described using observation skills. 	<p>Weather in winter To describe the weather in winter</p> <p>Key learning points</p> <ol style="list-style-type: none"> 1. The weather is often different in each season. 2. The weather in winter turns colder, sometimes with snow, frost and ice. 3. A thermometer can be used to measure the temperature of different seasons. 4. We can make observations of the weather during winter. 	<p>Day length in winter To investigate the length of days in winter</p> <p>Key learning points</p> <ol style="list-style-type: none"> 1. The amount of light we see each day changes throughout the year. 2. Day length is shorter in the season of winter, and this means that it is darker for longer. 3. Day length can be investigated using observation skills. 4. A clock can be used to help record what time it becomes dark each evening. 5. The shortest day, when we have the least amount of daylight, in the UK is December 21st. 	
<p style="text-align: center;">RE</p>	<p>LEARNING FOCUS 2: A family taking their child to be baptised.</p> <p>Provide the children with pictures from Church's story 2 for the children to compare. Children to label the places, people and actions.</p> <p>LEARNING FOCUS 3: Introduce some elements of a Baptism.</p> <p>Children to draw the first part of a baptism with the priest, Font, parents and baby.</p>	<p>LEARNING FOCUS 4: Sacrament of baptism is celebrated in church.</p> <p>Using some of the symbols of Baptism, design and make an invitation or congratulations card for a Baptism.</p> <p>LEARNING FOCUS 5: The role of parents and godparents in the Sacrament of Baptism.</p> <p>Large picture of Baptism from God's story 2 children to talk about what they remember – Invite some children to write and adult to scribe</p>	<p>LEARNING FOCUS 6: Through baptism Christians live the light and love of Jesus.</p> <p>Make a collage of baptismal candle.</p> <p>RESPOND</p> <p>Remembering, celebrating and responding to what it is to belong to many different groups and that Baptism is an invitation to belong to the Church's family.</p>	<p>ADVENT –</p> <p>EXPLORE: Gifts, given and received, are a sign and expression of love</p> <p>LEARNING FOCUS 1: Advent</p> <p>Advent is a time of waiting As a class design and make our own Advent calendar – children to make suggestions of how to show their love, write a prayer for each day of Advent</p>	<p>LEARNING FOCUS 2: The Advent wreath helps us as we wait for Christmas</p> <p>As a class make a real Advent Wreath – Children to then colour in their own picture</p> <p>LEARNING FOCUS 3: During Advent, we remember that Mary had to wait for the birth of Jesus.</p> <p>Children to make finger puppets of the characters in the Annunciation</p>	<p>LEARNING FOCUS 4: Mary helped Elizabeth while she was waiting for the birth of her baby</p> <p>Children to draw a picture of Mary and Elizabeth meeting each other – Add speech bubbles for what they might say.</p> <p>LEARNING FOCUS 5: The birth of Jesus</p> <p>Nativity – Whoops-a-Daisy Angel</p>	<p>LEARNING FOCUS 6: The story of Christingle, sharing our love</p> <p>Children to make their own Christingle.</p> <p>RESPOND: Remembering, celebrating and responding to the times what it is necessary to wait and use of that time. Advent: s time of waiting to celebrate Jesus at Christmas</p>
<p style="text-align: center;">Music</p>	<p>Adding Rhythm & Pitch Unit 2 – Develop vocal skills.</p> <p>Step 1 – Rhythm in the way we walk.</p>	<p>Adding Rhythm & Pitch Unit 2 – Develop vocal skills.</p> <p>Step 2 – Rhythm in the way we walk.</p>	<p>Adding Rhythm & Pitch Unit 2 – Develop vocal skills.</p> <p>Step 3 – Rhythm in the way we walk.</p>	<p>Adding Rhythm & Pitch Unit 2 – Develop vocal skills.</p> <p>Step 4 – Banana rap</p>	<p>Adding Rhythm & Pitch Unit 2 – Develop vocal skills.</p> <p>Step 5 – Banana rap</p>	<p>Adding Rhythm & Pitch Unit 2 – Develop vocal skills.</p> <p>Step 6 – Banana rap</p>	<p>Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music.</p>

Art	Explore Pupils will explore different colours, lines and textures through film and observation.	Printing with your body. Pupils will use their hands and feet to explore printing patterns using their bodies. Pupils will be introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts.	Making Rubbings. Pupils will collect leaves which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils will work in sketchbooks or on large sheets to create compositions with their rubbings.	Explore and develop simple print making. Pupils will be introduced to 'relief printing'. They will demonstrate their understanding of the relationship between a plate and a print through making either impressions in creating a deep recess in foam board.	Explore and develop simple print making. Pupils will demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils will have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage.	How can I reflect on my artwork? Display the work made throughout the half term and encourage the children to walk around as if they were in an art gallery. Remind the children of their achievements and how hard they have worked. Can they talk about their own work and the work of others. Encourage the children to talk about the outcomes.	
	Pathway: Spirals (accessart.org.uk)						
DT	Settling in Activities this week	Art being taught here	Art being taught here	Art being taught here	Art being taught here	Art being taught here	Art being taught here
PE	KS1 Fundamentals Can you follow instructions and move in different ways?	KS1 Fundamentals Can you move in different directions staying balanced?	KS1 Fundamentals Can you catch a ball in different ways?	KS1 Fundamentals Can you throw underarm with range of sporting equipment?	KS1 Fundamentals Can you hit a ball effectively?	KS1 Fundamentals Can you use the following skills: to move, change direction and hit a ball in a competitive situation?	Net and Wall – Can you use the skills you have learned to play a competitive game?
Computing	1: How can we paint using computers? This lesson introduces learners to the freehand tools available for digital painting.	2: Using shape and lines This lesson introduces learners to the line and shape tools and revisits the fill and undo tools used for digital painting. Learners create their own digital painting in the style of an artist.	3: Making careful choices This lesson introduces learners to a range of shape tools, allowing them to create a painting in the style of an artist.	4: Why did I choose that? This lesson increases learners' understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky.	5: Painting all by myself Learners select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.	6: Comparing computer art and painting. Learners compare their preferences when creating paintings on computers and on paper.	
	Key Stage 1 (teachcomputing.org)						

<p>History</p> <p>How am I making History?</p>	<p>Context Lesson – Chronology, Enquiry Question and Vocabulary.</p> <p>Look at the World map – Where are we? What other countries will we be learning about and where are these on the map – are they far away or are they close to us? Has anyone been there? Introduce the overall narrative or big picture of ‘everything’ – where does this sit within our history is it within living memory or beyond living memory. Introduce the vocabulary that will be used in the topic. Introduce the internal narrative timeline of what is to be taught subsequently.</p>	<p>LQ: What is my History?</p> <p>To develop an understanding of personal chronology.</p> <p>Give each table group a copy of the <i>Activity: Picture cards</i>. In their groups, ask the children to sort the cards into three groups:</p> <ul style="list-style-type: none"> • Things they do in the morning. • Things they do in the afternoon. • Things they do in the evening. <p>Tell the children that we can use photographs to tell us more about the past. Provide the children with the photographs of themselves (two from home and two from school) and a copy of the <i>Activity: Timeline</i>.</p> <p>Revisit the enquiry question, What is my history? The children will share their timelines with the class to help answer this question</p>	<p>LQ: How can I find out more about myself?</p> <p>To learn more about my history.</p> <p>Ask the children to discuss the enquiry question, with a partner:</p> <ul style="list-style-type: none"> • How can I find out more about myself? (Asking someone older such as a parent or grandparent or by looking at photographs.) <p>Introduce the children to the cartoon character, Teddy. Explain that we can find out more about this character using his memory box.</p> <p>Set out on each table the children’s photographs of their time in Year 1, along with any objects that the children have brought in from home and ask the children to discuss the photographs and objects in small groups using the Key questions.</p> <p>Give each child three pieces of A5 card. Ask the children to draw or write one of their own favourite memories on each card.</p>	<p>LQ: How are special events remembered?</p> <p>To explore how we remember events.</p> <p>Ask the children to work in pairs to think of special events that are celebrated throughout the year. The children should write their ideas on a sticky note.</p> <p>Ask the children when their birthdays are (have the dates ready on cards) and ask each child to go to the front of the class to hold up the card with their birth date.</p> <p>Hand out to each child a copy of the <i>Activity: How do I celebrate my birthday?</i> or the <i>Activity: How do I celebrate my birthday? (support version)</i> and model how the children can draw or write their ideas in each balloon.</p> <p>Ask the children to share their ideas about how they celebrate their birthdays.</p>	<p>LQ: What was it like for children in the past?</p> <p>To find out what childhood was like for our parents and grandparents.</p> <p>Put the children into small groups and ask them to discuss questions they could ask after the headings: games, toys, clothes, food and celebrating birthdays.</p> <p>Invite each table group to share one interesting fact that they learnt from the video on link: BBC Birthdays in the past.</p>	<p>LQ: What have I learnt about childhood in the past?</p> <p>To compare childhood now with childhood in the past.</p> <p><i>Similarities and differences</i> and ask the children to discuss with a partner if they think the image shows childhood now, in the past or both.</p> <p>Give each child a copy of the <i>Activity: Similarities and differences – A4 version</i>. Ask the children to choose one idea to draw in each box for past, present and both.</p> <p>Show the children within living memory (the past 100 years).</p>	<p>How am I making history?</p> <p>To identify that some things change and some things stay the same.</p> <p>Ask the children to discuss in pairs what they would include in a time capsule about themselves.</p> <p>Make a class time capsule that will tell children in the future what childhood is like now.</p> <p>Ask the children to draw or write one of their favourite things in each category box and go around each table asking the following questions.</p> <p>As a class, decide where a good place would be to bury the time capsule. (To store it in school, to be opened at the end of Year 6).</p>
<p>PSHE/ RSE</p>	<p>Story Sessions – Let the Children Come Session 1&2</p>						<p>Story Sessions – Let the Children Come Session 3,4 &5</p>