

Personal, Social and Health Education - 'Getting On and Falling Out' ('SEAL' scheme)

Understanding others

- I can tell you what being a good friend means to me.
- I can listen well to other people when they are talking.
- I can make someone else feel good by giving them a compliment.
- I know what to say when someone gives me a compliment.
- I know that people don't always see things in the same way.
- I can see things from someone else's point of view.
- I can work well in a group.
- I can decide with my group about how well we have worked together.
- I know when I am starting to feel angry.
- I know what happens on the inside and the outside of my body when I start to get angry.

Music – Singing/Performing

This Christmas production allows the children to showcase their musical learning developed in the Units of Work. There are many opportunities for cross-curricular and themed learning, and starting points for these can be found in the 'Ideas for preparing and performing' document.

Science - Materials

To investigate materials

To work scientifically:

- Identify and name a variety of everyday materials, including wood, plastic, and glass, metal.
- Describe simple physical properties of everyday materials
- Sort objects in a variety of ways
- Use observations and ideas to suggest answers to questions.

Design & Technology - 'Moving pictures'

Levers and sliders.

- I can explore and evaluate an existing product.
- Examples of books where the parts move
- I can use a mechanism in my product.
- I can make a lever and use it in my product.
- I can make a wheel mechanism and use it in my product.
- I can design a working product thinking about who it is for and what it needs.
- I can make decisions about my product design and use an annotated sketch to show them.
- I can evaluate my product against design criteria.

**Topic Web
Year 1
Autumn 2, 2019**

English

Talk for Writing

The Tiger Who Came to Tea – writing related to this text

Letter to Santa- Writing related to this text

Christmas School production- A Miracle in Town.

Maths

Maths Mastery

- Shape and Patterns
- Numbers within 20.
- Addition and subtraction within 20.

Letters and

Sounds

In Phonic Ability Groups.

Revision of Phase 2&3

Phase 4, Phase 5

Computing

Pictograms

- Children can discuss and illustrate the transport used to travel to school.
- Children can contribute to the collection of class data.
- Children have used these illustrations to create a simple pictogram.
- Children can contribute to a class pictogram.
- Children can discuss what the pictogram shows.
- Children can collect data from rolling a die 20 times and recording the results.
- Children can represent the results as a pictogram

Lego Builders

- Children know that to achieve the effect they want when building something, they need to follow accurate instructions.
- Children know that by following the instructions correctly, they will get the correct result.
- Children know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective.
- Children can follow instructions in a computer program.
- Children can explain the effect of carrying out a task with no instructions.
- Children know that computers need precise instructions to follow.
- Children know that an algorithm written for a computer to follow is called a program.
- Children understand how the order in which the steps of a recipe are presented affects the outcome.
- Children can organise instructions for a simple recipe.
- Children know that correcting errors in an algorithm or program is called 'debugging'.

Physical Education - 'Ball Skills - Benchball'

- Use the terms 'opponent' and 'team-mate'.
 - Use rolling, hitting, running, jumping, catching and kicking skills in combination.
 - Develop tactics.

History

UNIT OVERVIEW

In this unit, the children will explore the history behind, and the significance of, Bonfire Night on 5th November.

CURRICULUM OBJECTIVES

In this unit, the children will:

- learn about events beyond living memory that are significant nationally or globally
- know where the people and events they study fit within a chronological framework
- know and understand the history of the UK as a coherent, chronological narrative.

Religious Education – 'Celebrations'

To understand beliefs and teachings:

- To look at the festivals of Diwali, Hanukkah, Christmas, Bonfire Night and Harvest
- Describe some of the main festivals or celebrations of a religion.