

Personal, Social and Health Education

'Valuing Difference'

Topics covered:

- Same and different
 - o Identify the differences and similarities between people.
- Unkind, tease and bullying?
 - o Explain the difference between unkindness, teasing and bullying.
- Harold's school rules.
 - o Explain the school rules and how they keep everyone safe.
- Who are out special people?
 - o Identify people who are special to you.
- It's not fair!
 - o Recognise and explain what is fair and unfair, kind and unkind.

Music - Singing/Performing

Chranga -

This is a six-week Unit of Work. All the learning in this unit is focused around two songs:

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, 2021

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 show-

Christmas Carols.

Maths

Maths

Mastery

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

Letters

and Sounds

In Phonic

Ability

Groups.

Revision of Phase 2&3

Phase 4, Phase 5

Religious Education

Theme : A Christmas Story

What gifts might Christians in my town have given Jesus if He has been born here rather than Bethlehem?

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 -

Fitness: In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.

Invasion games: Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.

History

UNIT OVERVIEW

In this unit, the children will explore the history behind, and the significance of, onfire 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.