

YEAR 1 AUTUMN TERM

Key questions: Did my family play with the same toys I do in the past?

How has nursing changed from the past?

<p><u>Geography Focus: My school (local area), weather and seasons</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To learn about our school and the local area by visiting, exploring and drawing maps of Ruislip Manor, school and the local area. To learn about the jobs in our local area. Investigate seasonal and daily weather patterns in the U.K. * Name and locate the countries and capital cities of the United Kingdom. * <p><i>*Taught throughout the year.</i></p>	<p><u>History Focus: Toys and nurses (significant individuals)</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Create timelines appropriate to the children. Asking and answering questions about their past and how they have changed. To know about the similarities and differences between 'then' and 'now' within their life and before. Compare and contrast how toys have changed within living memory and beyond as well as looking into the future of toys. Learn and compare Mary Seacole, Florence Nightingale and Edith Cavell and the impact they had on nursing and how they have contributed to our lives now. 	<p><u>Science Focus: Human body and seasonal changes</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Observe changes across the 4 seasons * Observe and describe weather associated with the seasons and how day length varies * <p><i>*Taught throughout the year.</i></p>
<p><u>Key vocabulary</u></p> <p>map, physical, human, seasonal, local, Ruislip Manor, shop, church, high street, house, flat, road, roundabout, school, building</p>	<p><u>Key vocabulary</u></p> <p>baby, toddler, child, teenager, adult, past, future, present, then, now, timeline, nurse, toy, significant</p>	<p><u>Key vocabulary</u></p> <p><u>Human body</u> senses, hear, touch, see, smell, taste, body, arm, nose, ear, eye, hair, head, mouth, teeth, tongue, ankle, arm, leg, wrist, hand, finger, thumb, toe, hips</p> <p><u>Seasons and weather</u> autumn, winter, spring, summer, deciduous, evergreen, hot, cold, frost, wind, thunder,</p>

		lightning, cloud, snow, rain, sunshine, temperature
<p>English Focus: <u>Texts/Activities to support English learning this term:</u></p> <ul style="list-style-type: none"> • At the Pool • I want a party! Invitations • What makes me a me • Toys lost in the museum • Toys (non-fiction writing) • Mr Wolf's Week • Train Ride Poetry • Autumn Poetry • Senses Poetry • Christmas story • Salt Dough instructions • Father Christmas letter <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Develop expression when reading a levelled text, develop comprehension skills. • Reading with comprehension – literal, forming opinions, making deductions. • Learning to appreciate rhymes and poems. • Read and create labels, signs, captions, lists, instructions. • Read and spell CEWs in writing. • Correct pencil grip, correct letter and number formation. • Naming letters of the alphabet in order. • Speak to different audiences, listen and respond appropriately, discuss in a group, recite poems and take part in drama and role-play. 	<p><u>Design and Technology Focus: Moving Pictures (mechanisms)</u> <u>Knowledge</u></p> <ul style="list-style-type: none"> • Explore different moving pictures in products that are available today. • Investigate how to make a picture move. • Make moving pictures with a lever, slider and wheel mechanism. • Design and make a celebration card with a moving part. • Explain what they like and do not like about the product they make. 	<p><u>Computing Focus: Technology around us and digital painting</u> <u>Knowledge</u></p> <ul style="list-style-type: none"> • To locate examples of technology in the classroom and recognise common uses of information technology beyond school. • To identify technology as something which helps us. • To explain how technology helps us in our everyday life. • To identify a computer and name the main parts. • To develop mouse skills and using a computer keyboard to type • To use technology safely and respectfully.

<ul style="list-style-type: none"> • Use capital letters, full stops and finger spaces in writing. • Begin to write sentences using 'and'. • Use their sounds to write. 		
<p><u>Key vocabulary</u> characters, plot, capital letter, finger space, punctuation, discuss, perform, opinion, rhyme, poem, conjunction, setting, audience, expression</p>	<p><u>Key vocabulary</u> design, evaluate, make, split pin, move, lever, wheel, pivot, slider, direction</p>	<p><u>Key vocabulary</u> technology, laptop computers, desktop computers, iPad, mobile phone, screen, keyboard, mouse, base unit, trackpad, program, click, drag, type, save, edit, device</p>
<p><u>RE Focus: Christianity, faith, belonging and celebrations</u> <u>Knowledge</u></p> <ul style="list-style-type: none"> • Talk about groups that they belong to e.g. Girl Guiding, Scouts, school clubs etc. • Share their different celebrations (including naming celebrations and harvest). • Identify and compare the different features of a church by visiting two local churches. • Suggest meanings for religious symbols. • To learn about the festivals of Diwali and Christmas. • To learn about the different people associated with the festival of Diwali and Christmas. 	<p><u>Music Focus: Hey You! Rhythm in the Way We Walk and the Banana Rap (following Charanga)</u> <u>Knowledge</u></p> <ul style="list-style-type: none"> • To know 2 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • To confidently sing or rap five songs from memory and sing them in unison. • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. 	<p><u>Maths Focus: Place Value within 10, Addition and Subtraction within 10, Geometry (following White Rose Maths)</u> <u>Knowledge</u></p> <ul style="list-style-type: none"> • 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 • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • Compare numbers using and = signs • Read and write numbers from 1 to 20 in numerals and words • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract 1-digit and 2-digit numbers to 20, including zero • Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and

		triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
<p>Key vocabulary church, harvest, celebration, group, belong, respect, religion, Bible, pulpit, lectern, candle, Diwali, Christmas, rangoli, family</p>	<p>Key vocabulary rhythm, pulse, pitch, tempo, mood, composer</p>	<p>Key vocabulary addition, subtraction, plus, minus, calculation, more than, less than, forwards, backwards, bond, rectangle, square, circle, triangle, cuboid, cubes, pyramids, spheres, cylinder, 2D, 3D</p>
<p>Physical Education Focus: Fundamentals, Team building, Gymnastics, Bat Skills</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Change directions when moving. • Recognise changes in my body when I exercise. • Show and make different movements with my body. • Identify and make different rolls and shapes. • Demonstrate and use the correct skills to hold and hit using a bat. • Participate in a variety of team building activities and demonstrate different team building skills to support this. 	<p>Art and Design Focus: Portraits</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Explore different medias and materials to make marks. • Draw a face, focussing on positioning of features, use of correct colour and shading, using a variety of medias. • Draw/explore making a variety of different styles of portraits using a variety of medias including; self-portraits, pair portraits • Explore different artists work including: Picasso and Andy Warhol • Explain what they like and do not like about their artwork and other artists. 	<p>Personal, Social, Health and Economic Education Focus: Me and My Relationships, Valuing difference (following SCARF)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe. • Explain their classroom rules and be able to contribute to making these. • Suggest simple strategies for resolving conflict situations. • Give and receive positive feedback, and experience how this makes them feel. • Recognise how others might be feeling by reading body language/facial expressions. • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Explain the difference between unkindness, teasing and bullying; • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them.

Key vocabulary

exercise, team building, bat, roll, movement,
pike, barrel, tuck, direction,

Key vocabulary

portrait, material, collage, texture, technique,
position, features, Warhol, Picasso, shading, oil
pastel, soft chalk pastel, tone, colour

Key vocabulary

rules, safety, resolution, unkindness, teasing,
bullying, special, emotions, feelings