

# YEAR 1 - AUTUMN 1



English		Maths			
<p><b>Fiction:</b> 'Man on the Moon' by Simon Bartram 'Beegu' by Alexis Deacon 'Aliens Love Underpants' by Claire Freedman &amp; Ben Cort</p> <p><b>Non-fiction:</b> Instructions</p> <p><b>Poetry:</b> 'Zim Zam Zoom! Zappy Poems to Read Out Loud' by James Carter</p>		<p><i>Maths Planning is based on the Collins 'Busyant' schemes of work.</i></p>			
Science (AUT 1&2)		Computing		History	
<p><b>Key Question/Theme:</b> <i>What's it made of? (Materials)</i></p>		<p><b>Key Question/Theme:</b> <i>Graphics/Online Safety</i></p>		<p><b>Key Question/Theme:</b> <i>Housing through History</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Naming, exploring, discussing and answering questions about everyday materials.</li> <li>Naming materials and their properties.</li> <li>Knowing what the best materials are for different uses.</li> <li>Researching a range of materials.</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Using technology purposefully to create, organise, store, manipulate and retrieve <b>digital content</b></li> <li>Using technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li><u>Interpreting historical sources</u> Being able to identify differences in homes.</li> <li><u>Exploring the content</u> Exploring different architectural terms - windows, doors, chimneys</li> <li><u>Understanding diversity of societies</u> Interpreting picture sources of changes in architecture throughout centuries.</li> <li><u>Historical research</u> Researching the features of Victorian homes and domestic life.</li> </ul>	
PSHE		RE		Design & Technology	
<p><b>Key Question/Theme:</b> <i>Health and Well-being</i></p>		<p><b>Key Question/Theme:</b> <i>Special Days</i></p>		<p><b>Key Question/Theme:</b> <i>Homes with moving parts</i></p>	
<p><b>Overall Objectives:</b></p> <ul style="list-style-type: none"> <li><b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (within relationships, work-life, exercise and rest, spending and saving and diet)</li> <li><b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</li> <li><b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li><b>Diversity and equality</b> (in all its forms)</li> <li><b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</li> <li><b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b></li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Describing some of the main teachings of a religion</li> <li>Recognising, naming and describing some religious artefacts, places and practices.</li> <li>Naming some religious symbols.</li> <li>Identifying things that are important in their own lives.</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Creating products based on specific design criteria.</li> <li>Using a range of materials creatively to design and make products.</li> <li>Applying knowledge and understanding of how to strengthen stiffen and reinforce more complex structures.</li> <li>Evaluating work and making changes where necessary.</li> </ul>	

(in different contexts)		
Music	French	PE
<b>Key Question/Theme:</b> <i>(Taught by a specialist music teacher)</i>	<i>French is not taught in Year 1</i>	<b>Key Question/Theme:</b> <i>Multi-Skills (Specialist Teacher)</i>
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Using their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Playing tuned and un-tuned instruments musically.</li> <li>Listening with concentration and understanding to a range of high quality live and recorded music.</li> <li>Experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.</li> </ul>		<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>Participating in team games, developing simple tactics for attacking and defending</li> <li>Performing dances using simple movement patterns.</li> </ul>

### Spiritual, Moral, Social and Cultural Development

#### Spiritual

- Experiencing fascination, awe and wonder:**  
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Exploring the values and beliefs of others:**  
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Understanding human feelings and emotions:**  
Is shown by pupils' willingness to reflect on their experiences.
- Using imagination and creativity in learning:**  
Is shown by pupils' use of imagination and creativity in their learning.

#### Moral

- Investigating moral values and ethical issues:**  
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- Recognising right and wrong and applying it:**  
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- Understanding the consequences of actions:**  
Is shown by pupils' understanding of the consequences of their actions.

#### Social

- Developing personal qualities and using social skills:**  
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Participating, cooperating and resolving conflict:**  
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- Understanding how communities and societies function:**  
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

## **Cultural**

- **Exploring, understanding and respecting diversity:**  
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**  
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**  
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.