

YEAR 1 - AUTUMN 2



English	Maths	
<p>Fiction: 'Lila and the Secret of the Rain' by David Conway 'Traction Man' by Mini Grey</p> <p>Non-fiction: Instructions</p> <p>Poetry: Patterns and Rhyme.</p>	<p><i>Maths Planning is based on the Collins 'Busyant' schemes of work.</i></p>	
Science (AUT 1&2)	Computing	Geography
<p>Key Question/Theme:</p> <p style="text-align: center;"><i>What's it made of? (Materials)</i></p>	<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Text and Multimedia - Clicker7</i></p>	<p>Key Question/Theme:</p> <p style="text-align: center;"><i>My School and its Surroundings</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> Naming, exploring, discussing and answering questions about everyday materials. Naming materials and their properties. Knowing what the best materials are for different uses. Researching a range of materials. 	<p>Key Skills:</p> <ul style="list-style-type: none"> Using the keyboard with increasing speed and accuracy. Making use of a word bank to assist the entry of text. Inserting an image alongside text. Knowing how to edit my writing (spacing, fonts, colour, undo). Saving and printing a piece of work. 	<p>Key Skills:</p> <ul style="list-style-type: none"> <u>Location knowledge 1</u> - Developing map skills to Locate England on a map of Europe. <u>Location knowledge 2</u> - Developing map skills by locating Southall/school/home on a map & using a compass. <u>Physical characteristics</u> - Studying the main physical characteristics of London (lakes, hills, climate) <u>Human characteristics</u> - Human adaptations in Southall e.g. railway station, road, bus stop, shop, Gurdwara etc.
PSHE	RE	Art & Design
<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Health and Well-being</i></p>	<p>Key Question/Theme</p> <p style="text-align: center;"><i>Special Days</i></p>	<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Nature in Art</i></p>
<p>Overall Objectives:</p> <ul style="list-style-type: none"> A healthy (including physically, emotionally and socially) balanced lifestyle (within relationships, work-life, exercise and rest, spending and saving and diet) Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Diversity and equality (in all its forms) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) 	<p>Key Skills:</p> <ul style="list-style-type: none"> Describing some of the main teachings of a religion Recognising, naming and describing some religious artefacts, places and practices. Naming some religious symbols. Identifying things that are important in their own lives. 	<p>Key Skills:</p> <ul style="list-style-type: none"> Using a range of materials creatively to design and make products. Using drawing, painting and sculpture (transient art) to develop and share their ideas, experiences and imagination. Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowing 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.

Music	French	PE
<p>Key Question/Theme:</p> <p><i>Music Express Unit</i> <i>Exploring Pitch - Animals</i></p>	<p><i>French is not taught in Year 1</i></p>	<p>Key Question/Theme:</p> <p><i>Multi-Skills</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Understanding pitch, and making high and low vocal sounds. • Relating pitch to high and low body posture . • Understanding pitch by singing a song with contrasting high and low melodies • Identifying and playing high and low pitches in music • Exploring and developing an understanding of pitch using the voice and body movements • Recognising and performing pitch changes and contrasts. 		<p>Key Skills:</p> <ul style="list-style-type: none"> • 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 • Participating in team games, developing simple tactics for attacking and defending • Performing dances using simple movement patterns.

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.