

"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"				
Our Learning Challenge				What is life like for me now? (Me, my family, my pets, nurses and people who help us) What was life like for people in the past? (traditional tales, famous people - Mary Seacole, Florence Nightingale)
Year	1	Term	Autumn	<p><b>Our Vision and Values</b></p> <p>I will be proud of all that I do and treat others with kindness I will respect and value myself and others no matter what we believe, how we look or where we live I will be responsible for the way I behave I will be the best that I can be I will embrace new challenges and learning opportunities I will reflect on my learning and listen to advice from others about how to improve I will have fun, enjoy learning new things at school and have the courage to make mistakes I will think about my own faith and what difference it can make to me and how I live</p>
<b>Purposeful Learning Outcome</b>		<p>2 contrasting exhibitions - What is life like for me now? What was life like in the past? (link to learning challenge question)</p>		<p><b>British Values</b></p> <p>Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example:</p> <ul style="list-style-type: none"> <li>• Encouraging children to make decisions together.</li> <li>• Providing opportunities for children to vote between choices of activity.</li> <li>• Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders</li> </ul> <p>Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example:</p> <ul style="list-style-type: none"> <li>• Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem.</li> <li>• Encouraging children to develop a positive sense of themselves.</li> <li>• Provide activities for all children to engage in and actively challenge gender specific tasks and activities.</li> </ul> <p>Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy For example:</p> <ul style="list-style-type: none"> <li>• By working together to create group rules.</li> <li>• By understanding their own and others' behaviour and feelings and the consequence of these.</li> <li>• Encouraging and supporting children to learn how to distinguish right from wrong.</li> </ul> <p>Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences</p> <ul style="list-style-type: none"> <li>• Encouraging children to learn about the world around them - both locally and further afield.</li> <li>• Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,</li> </ul>

Christ Church Primary Year 1 Autumn 2018/2019

Starting Stimulus	Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding
Finding out about ourselves, our bodies, people who help us/look after us, significant nurses in the past.	Animal man visit Pet day School dog visit to class Hospital role play area  <u>Dangerous Curriculum Links</u> Hold a minibeast Hold a spider Sit on a fire engine Enjoy a visit from a vet Meet a wild animal	<b>JIGSAW - Being me in my world - Autumn 1</b> (see individual year group for differentiated planning) Help others to feel Welcome Try to make the school community a better place Think about everyone's right to learn Care about other people's feelings Work well with others Choose to follow the learning charter  <b>JIGSAW - Celebrating differences - Autumn 2</b> (see individual year group for differentiated planning) Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words Know how to give and receive compliments  <b>Positive Self Image</b> <b>Safe Gaming Online - safety</b>

Steps to Achieving Learning Challenge

Sub question	Subject Focus (from mapping)	Content / Activities <b>CHANGE BASED ON SKILLS IF NEEDED</b>
Who am I? What makes me special?	<i>Art, Science, Music</i>	<i>Self-portraits, body parts + senses, senses song</i>
Who is in my family? Where do I live? What has happened in my lifetime?	<i>History, Computing, Science Geography</i>	<i>*Family trees, timeline, Ordering events, Children and staff to bring in baby pictures - How have we changed (science/history)</i>
Who looks after me?	<i>Science/history/PSHE</i>	<i>teacher collages</i>
Who can I look after? (pets)	<i>Science/PSHE/Art</i>	
Who cares for animals? Medically?	<i>Science</i>	<i>Trip to Pets at Home Week beg 16.9.17 PDSA/animal man, Pet poster</i>
What is a hero?	<i>Art, English (adjective work), PSHE</i>	<i>Draw hero and describe</i>

Christ Church Primary Year 1 Autumn 2018/2019

Who are your heroes?	<i>History, Science, PSHE</i>	<i>Mary, Florence, PDSA, PCSO, Fire service.</i>
Who is Mary Seacole? Who is Florence Nightingale? Where did they come from? Why are they remembered?	<i>History/ Art Geography/DT/science</i>	<i>*Comparing nursing in the past to present, sort artefacts Soho House Museum? Location, food, facial features</i>
How can we present what we know about heroes?	<i>Art/History</i>	<i>Difference between fictional/real heroes.</i>
Relationship to Core Subjects		
English Skills	Maths Skills	Science Skills
<p><u>To read words accurately</u></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>Read other words of more than one syllable that contain taught GPCs.</li> <li>Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> <li>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>Re-read these books to build up fluency and confidence in word reading.</li> </ul>	<p><u>To write with purpose</u></p> <ul style="list-style-type: none"> <li>Say first and then write to tell others about ideas.</li> <li>Write for a variety of purposes.</li> <li>Plan by talking about ideas and writing notes.</li> <li>Use some of the characteristic features of the type of writing used.</li> <li>Write, review and improve.</li> </ul> <p><u>To use imaginative description</u></p> <ul style="list-style-type: none"> <li>Use well-chosen adjectives to add detail.</li> <li>Use names of people, places and things.</li> <li>Use well-chosen adjectives.</li> <li>Use nouns and pronouns for variety.</li> <li>Use adverbs for extra detail.</li> </ul> <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> <li>Re-read writing to check it makes sense.</li> <li>Use the correct tenses.</li> <li>Organise writing in line with its purpose.</li> </ul> <p><u>To use paragraphs</u></p> <ul style="list-style-type: none"> <li>Write about more than one idea.</li> <li>Group related information.</li> </ul> <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> <li>Write so that other people can understand the meaning of sentences.</li> <li>Sequence sentences to form clear narrative.</li> <li>Convey ideas sentence by sentence.</li> <li>Join sentences with conjunctions and connectives.</li> <li>Vary the way sentences begin.</li> </ul> <p><u>To present neatly</u></p> <ul style="list-style-type: none"> <li>Sit correctly and hold a pencil correctly.</li> </ul>	<p><u>Number: Place Value</u></p> <p>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. 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. Given a number, identify one more or one less. Count in multiples of twos.</p> <p><u>Number: Addition and Subtraction</u></p> <p>Represent and use number bonds and related subtraction facts (within 10) Add and subtract one digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p><u>Geometry: Shape</u></p> <p>Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres. Describe position, direction and movement, including whole, half, quarter and three quarter turns</p> <p><u>Number: Place Value</u></p> <p>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers from 1 to 20 in numerals</p> <p><u>OURSELVES</u></p> <p>Animals Including Humans</p> <ol style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ol> <p>Working scientifically (KS1 WS)</p> <ol style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> </ol> <p>using their observations and ideas to suggest answers to questions</p> <p><u>OUR PETS</u></p> <p>Animals Including Humans</p> <ol style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ol> <p>Working scientifically (KS1 WS)</p> <ol style="list-style-type: none"> <li>asking simple questions and recognising that they can be</li> </ol>

Christ Church Primary Year 1 Autumn 2018/2019

<ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up fluency and confidence in word reading.</li> </ul> <p><u>To understand texts</u></p> <ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experiences and other books.</li> <li>• Join in with stories or poems.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> <li>• Discuss favourite words and phrases.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form lower-case letters correctly.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand letters that are formed in similar ways.</li> <li>• Form lower-case letters of a consistent size.</li> <li>• Begin to join some letters.</li> <li>• Write capital letters and digits of consistent size</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul> <p><u>To spell correctly</u></p> <ul style="list-style-type: none"> <li>• Spell words containing 40+ learned phonemes.</li> <li>• Spell common exception words (the, said, one, two and the days of the week).</li> <li>• Name letters of the alphabet in order.</li> <li>• Use letter names to describe spellings of words.</li> <li>• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</li> <li>• Use the prefix un.</li> <li>• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</li> <li>• Use spelling rules.</li> <li>• Write simple sentences dictated by the teacher.</li> <li>• Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>• Learn some new ways to represent phonemes.</li> <li>• Spell common exception words correctly.</li> <li>• Spell contraction words correctly (can't, don't).</li> <li>• Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li> <li>• Use the possessive apostrophe. (singular) (for example, the girl's book)</li> <li>• Distinguish between homophones and near-homophones.</li> </ul> <p><u>To punctuate accurately</u></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the</li> </ul>	<p>and words.</p> <p>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.</p> <p>Count in multiples of twos and fives Number:</p> <p><u>Addition and Subtraction</u></p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one digit and two digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ? - 9</p>	<ul style="list-style-type: none"> <li>ii) answered in different ways observing closely, using simple equipment</li> <li>iii) performing simple tests</li> <li>iv) identifying and classifying</li> </ul> <p>using their observations and ideas to suggest answers to questions.</p>
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<p>recurring language.</p> <ul style="list-style-type: none"> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>	<p>name of people, places, the days of the week and I.</p> <ul style="list-style-type: none"> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> <li>• Use the present and past tenses correctly, including the progressive form.</li> </ul> <p><b>To analyse writing</b>                  Discuss writing with the teacher and other pupils.                  Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none"> <li>• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> <p>• Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none"> <li>• verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul> <p><b>To present writing</b></p> <ul style="list-style-type: none"> <li>• Read aloud writing with some intonation</li> <li>• Read aloud writing clearly enough to be heard by peers and the teacher</li> </ul>					
<p><b>Key Texts</b></p> <table border="0"> <tr> <td data-bbox="52 926 451 1148"> <p><b>Fiction</b>                      Little Red Riding Hood                      The Gingerbread Man                      The Three Billy Goats Gruff                      Anansi stories  <b>Other traditional tales</b>                      Surrounded by Noise                      Fairy tales inc Rapunzel and Cinderella</p> </td> <td data-bbox="451 926 724 1148"> <p><b>Non-fiction</b>                      Mary Seacole                      Florence Nightingale                      Famous explorers                      British authors</p> </td> <td data-bbox="724 926 997 1148"> <p><b>Poetry</b>                      When the Wind Blows                      In the Playground                      Laughing Time                      I'd like to squeeze</p> </td> </tr> </table>				<p><b>Fiction</b>                      Little Red Riding Hood                      The Gingerbread Man                      The Three Billy Goats Gruff                      Anansi stories  <b>Other traditional tales</b>                      Surrounded by Noise                      Fairy tales inc Rapunzel and Cinderella</p>	<p><b>Non-fiction</b>                      Mary Seacole                      Florence Nightingale                      Famous explorers                      British authors</p>	<p><b>Poetry</b>                      When the Wind Blows                      In the Playground                      Laughing Time                      I'd like to squeeze</p>
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Christ Church Primary Year 1 Autumn 2018/2019

English Real and Purposeful Outcomes	Maths Outcomes	Science Outcomes
<p>Write stories that use the language of fairy tales and traditional tales.                      Pie Corbett Talk 4 Writing - learning stories by heart; record performances in different ways.                      Drawing and presenting stories in different formats, inc maps and roads                      Write own traditional tales using known characters, e.g. a big bad wolf, Red Riding Hood                      Write labels, lists and captions, e.g. for pets, characters                      Learn a favourite poem by heart                      Write poems - that use pattern, rhyme, repetition and description, e.g. Michael Rosen (online)</p>	<p>Design own problems for peers to solve involving addition and subtraction                      Use gained mathematical knowledge to write correct number stories using all four operations                      Find all possibilities of number bonds to 20 involving integers only                      Plan a journey for a 3d shape to travel from the classroom to the hall using mathematical language</p>	<p><b>OURSELVES</b></p> <ul style="list-style-type: none"> <li>● Share baby photos together as a class.</li> <li>● Observe changes over time between the baby photos and current ones (<b>Exploring</b>)</li> <li>● Consider and notice patterns between foot and hand size.</li> <li>● Together, make a class wall display of Our Body Patterns, with photographs and measurements, to show their understanding and learning (<b>Pattern seeking</b>).</li> <li>● Talk to each other about what makes a difference to how well they can hear a whistle when it is blown.</li> <li>● Investigate ideas by going outside and asking and extending questions and noticing patterns (<b>Pattern seeking, exploring over time</b>).</li> <li>● Identify the differences between fruit and vegetables using our senses.</li> <li>● Classify fruit and vegetables into different groups (<b>Sorting, classifying and identifying</b>).</li> <li>● Go outside to explore the school grounds using different senses.</li> <li>● Blindfold each other to find out what it is like without the sense of sight (<b>Exploring</b>).</li> <li>● Accept a challenge to produce sensory items for a local community group.</li> <li>● Classify different stimulating items into sensory groups on a sensory board and in sensory bottles for a local community group (<b>Sorting, classifying and identifying</b>)</li> </ul> <p><b>OUR PETS</b></p> <ul style="list-style-type: none"> <li>● Use observation skills to look closely at</li> </ul>

		<p>creatures in the school grounds.</p> <ul style="list-style-type: none"> <li>• Make a visual record of their observations in drawings and photographs, and annotate to show their understanding and learning (<b>Pattern seeking</b>).</li> <li>• Observe and consider what type of conditions a woodlouse might prefer.</li> <li>• Set up different colonies in the classroom based on what they know about their habitats.</li> <li>• Observe the woodlice over a period of time and record the results <b>Exploring, Observing over time</b></li> <li>• Discuss the problem: which paper will be best for the job of mopping up the puppy accident?</li> <li>• Consider an investigation to test the different types of paper (<b>Fair Test, Problem Solving</b>).</li> <li>• Understand that animals' features vary and why some animals make good pets and others do not.</li> <li>• Talk about and design a good pet (<b>Researching and analysing secondary sources</b>).</li> <li>• Consider what is involved in keeping a real pet happy and healthy.</li> <li>• Observe different pets in the classroom. Study their similarities and differences and what features they have in common that make them good pets (<b>Exploring</b>).</li> </ul>
<b>Relationship to Foundation Subjects</b>		
<b>Art and Design Skills</b>	<b>Design and Technology Skills</b>	<b>Computing</b>
<p><b>To develop ideas</b> • Respond to ideas and starting points.</p>	<p><b>To design, make, evaluate and improve</b> • Design products that have a clear purpose and an intended user.</p>	<p><b>To connect</b> • Participate in class social media accounts.</p>

Christ Church Primary Year 1 Autumn 2018/2019

<ul style="list-style-type: none"> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul> <p><b>To take inspiration from the greats (classic and modern)</b></p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul> <p><b>To master techniques in:</b></p> <p><b>Painting (Portraits)</b></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. (across)</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design.</li> </ul> <p><b>To take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created.</li> </ul> <p><b>Materials - link to collage</b></p> <ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing or combining materials to strengthen).</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand online risks and the age rules for sites</li> </ul> <p><b>To communicate</b></p> <ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul> <p><b>To collect</b></p> <ul style="list-style-type: none"> <li>• Use simple databases to record information in areas across the curriculum.</li> </ul>	
<p><b>Art and Design Outcomes</b></p>	<p><b>Design and Technology Outcomes</b></p>	<p><b>Computing Outcomes</b></p>	
<p><i>Use techniques mastered in painting to create portraits of Florence Nightingale and Mary Seacole</i></p>	<p>Junk modelling and collage used to create castles ( cross curricular with English traditional tales)</p> <p>Design a spider to be made and displayed in the classroom.</p> <p>Food - measure or weighing ingredients to cut gingerbread biscuits (cross curricular with English Traditional tales</p>	<p>We are treasure hunters To code (create a simple set of instructions) Swift Playground We are storytellers</p> <p>To communicate (make a talking museum guide book - Florence N, Mary S) Book Creator, PowerPoint</p>	
<p><b>Geography Skills</b></p>	<p><b>History Skills</b></p>	<p><b>Music Skills</b></p>	<p><b>P.E Skills</b></p>
<p>To investigate places</p>	<p>To investigate and interpret the past</p>	<p>To perform</p>	<p>Autumn 1</p>

Christ Church Primary Year 1 Autumn 2018/2019

<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul> <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul> <p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• Hand eye coordination focus</li> </ul> <p><b>Autumn 2 - Gym</b></p> <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>
<b>Geography Outcomes</b>	<b>History Outcomes</b>	<b>Music Outcomes</b>	<b>P.E Outcomes</b>
<p>Create a map of the United Kingdom using junk and other materials. Map to be used to name and locate the four countries of United Kingdom</p>	<p>Painting portraits of Florence Nightingale and Mary Seacole. Creating the Scutari Hospital in the home corner, using paintings, collage, artefacts .</p> <p>Produce a giant timeline with information /dates for Florence Nightingale and Mary Seacole</p>	<p>Discuss with Mr White</p>	<p>Discuss with Mr Wilding</p>
<b>R.E. Skills</b>	<b>R.E. Outcomes</b>		

Christ Church Primary Year 1 Autumn 2018/2019

<p><u>Understand beliefs and teachings</u></p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul> <p><u>To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul> <p><u>To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning of some religious symbols.</li> </ul> <p><u>To reflect</u></p> <ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Ask questions about puzzling aspects of life.</li> </ul> <p><u>To understand values</u></p> <ul style="list-style-type: none"> <li>• Identify how they have to make their own choices in life.</li> <li>• Explain how actions affect others.</li> <li>• Show an understanding of the term 'morals'.</li> </ul>	<p><b>Creation Unit</b> - Drama/dance relating to the creation, , musical performance of a harvest song, harvest artwork, a class display about the grace prayer, Thank you prayer class book. <b>BS Unit</b> Cultivating inclusion, identity, belonging - Infant baptism and rituals for babies - Photographs and information from Baptism church visit</p> <p><b>Incarnation Unit</b> - Christmas trail / visit to the church, drama retelling the Christmas story, artwork relating to the signs of Christmas, making an advent wreath, crib scene using 3d model making skills, thank you paper chains</p> <p><b>BS Unit</b> - Islam What does Islam (or other RT) teach us about listening? Retelling of the story of Solomon.</p>		
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