Year 1 Curriculum Links – Autumn 1

Ourselves

Enrichment:

Visit to Eureka

Immersion:

Finding skeleton bones with clues to introduce 'Funny Bones' book

English

→ Diary- Over holidays
→ Acrostic poem about their family/member of their family
→ Instructions on how to make favourite sandwich
→ Mr Men links- Description, suffixes, creating own character
→ Funny bones- Setting description, creating play scripts to perform-microphones/record on IPad, make a new adventure for the skeletons, On a dark, dark night……., story maps
→ Digital literacy- Clips of funny bones for stimulus
→ Speech bubbles around characters- What will they say to each other?
→ Poem- link to senses (Onomatopoeia)
→ Head Lice- Instructional writing
→ Profile of themselves/friends (Create class book)
→ Roald Dahl- Enormous Crocodile

Mathematics

→ Problem solving- Bones in body
→ Data Handling- Tally chart favourite things, shoe size, heights etc.
→ How many altogether? Bones
→ Writing number to match quantity- Bones in a skeleton (1-20)
→ Mr Men- Shapes
→ Mini competitions who came 1st, 2nd, 3rd
→ Ordinal numbers

Geography

Locational knowledge
→ Name and locate the world's seven continents and five oceans
→ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge
→ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography
→ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
→ Use basic geographical vocabulary to refer to:
→ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
→ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork
→ Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
→ Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
→ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
→ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

PE

→ Master 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
→ Participate in team games, developing simple tactics for attacking and defending
→ Perform dances using simple movement patterns.

Science

Plants
→ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
→ Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals including humans
→ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
→ Identify and name a variety of common animals that are carnivores, herbivores and omnivores
→ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
→ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday Materials
→ Distinguish between an object and the material from which it is made
→ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
→ Describe the simple physical properties of a variety of everyday materials
→ Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes
→ Observe changes across the four seasons
→ Observe and describe weather associated with the seasons and how day length varies.

Music

→ Use their voices expressively and creatively by singing songs and speaking chants and rhymes
→ Play tuned and untuned instruments musically
→ Listen with concentration and understanding to a range of high-quality live and recorded music
→ Experiment with, create, select and combine sounds using the inter-related dimensions of music.

History

→ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
→ Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
→ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
→ Significant historical events, people and places in their own locality.

SMSC

→ **Pupils' spiritual development** - Sustain their self-esteem in the learning experience, Develop their capacity for critical and independent thought, Foster their emotional life and express their feelings, Form and maintain worthwhile and satisfying relationships
→ **Pupils' moral development** - Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them.

DT

Design
→ Design purposeful, functional, appealing products for themselves and other users based on design criteria
→ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make
→ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
→ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate
→ Explore and evaluate a range of existing products
→ Evaluate their ideas and products against design criteria

Technical knowledge
→ Build structures, exploring how they can be made stronger, stiffer and more stable
→ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking & Nutrition
→ use the basic principles of a healthy and varied diet to prepare dishes
→ Understand where food comes from.

Computing

→ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
→ Create and debug simple programs
→ Use logical reasoning to predict the behaviour of simple programs
→ Use technology purposefully to create, organise, store, manipulate and retrieve digital content
→ Recognise common uses of information technology beyond school
→ Use 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.

Art & Design

→ To use a range of materials creatively to design and make products
→ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
→ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
→ 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.

RE

→ Theme: Creation Story Key Question: Does God want Christians to look after the world?
→ Religion: Christianity