

English

- Spoken language – Hot seating (use of microphones/ iPads to record imitating characters thoughts)
- Old Bear – Character descriptions, describing thoughts, feelings and imagine how Old Bear feels and to think about how the toys work together as a team.
- Retelling and sequencing key events in a story.
- Expressing opinions on the story
- Comparing characters and describing their friendly qualities
- Stick Man – Sequencing story write a collaborative setting description
- Write a prequel to the book - Where did the Stick family come from? Write class sequels
- Explore rhyming words in the book and use them to make your own rhyming dictionary.
- Make a list of the different ways that sticks can be used.
- Use the speech in the text to turn the story into a play script.
- Could you write a new part of the story in which an animal / person tries to use the Stick Man for something else? How would this make him feel?
- Write some postcards that the Stick Man might send home to his family to tell them about his adventures.
- Retell the story (record on iPad to attach to the PowerPoint)
- Christmas Wishes – Think about Stickman's Christmas wish (being back home with his family)
- Write letters to Santa and Christmas lists - (Send off to Santa school postcard)

Year 1 Curriculum Links – Autumn 2



Toys

Enrichment:

Brodsworth Hall Visit, Dewsbury Toy Museum Visit

Immersion:

Read Stick Man in forest school, clues around forest school – Treasure Hunt

Mathematics

- Counting - How many animals can you count in the illustrations in book? How many dogs / cats / birds etc.
- Measuring - Collect different sticks from a local field / park measure their length / width.
- Doubling and halving – Teddy Bears picnic cutting sandwiches into half etc.
- Ordering numbers sequences
- Read and write numbers from 1 to 20 in numerals and words matching to pictorial representations
- Addition 1 and 2 digit numbers to 20
- Work problems - adding the number of presents on Santa's sleigh, number of sticks in the pile etc.
- Multiplication & Division – Grouping Santa's reindeers/ presents
- Shape – decorating trees with various shapes
- Compare and order height of bears, elves, trees etc.

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.

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.

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.

SMSC

- Spiritual - Foster their emotional life and express their feelings, Experience moments of stillness and reflection and discuss their beliefs, feelings, values and response to personal experiences
- Moral - Listen and respond appropriately to the views of others and gain the confidence to cope with setbacks and learn from mistakes.
- Social - Develop their compassion for others in society
- Cultural - Recognise world faiths and beliefs and the impact they have on our culture.

RE

- **Theme:** Christmas Story
- **Key Question:** What gifts might Christians in my town have given Jesus if he had been born here instead of Bethlehem?
- **Religion:** Christianity

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.

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.

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.

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.