

Autumn first half term sequence of learning – Key Stage 1, Year 1



KEY THEME: *Marvellous Me*

Science: animals including humans

Religious Education (RE): Who do Christians say made the world?

Design and Technology (DT): Food – Fruits and vegetables

PRIOR KNOWLEDGE

Children have had the opportunity to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. Children have explored creatures, people, plants, and objects in their natural environments and have learnt to use their senses. They have made observations of animals and plants and are able to explain why some things occur and talk about changes.

PRIOR KNOWLEDGE

Children understand what is right and wrong, that we are all different and have different beliefs and understand how to respect other people's beliefs.

PRIOR LEARNING

Children have looked at a variety of foods and discussed what is healthy and what is unhealthy.

INTENT

Children will learn about the human body. Children will engage in a variety of activities including drawing and labelling the body, using their senses to investigate, and how to look after their body including the importance of exercise, diet and hygiene.

INTENT

Children will be able to: Retell the story of creation from Genesis 1:1-2:3, recognise that 'creation' is the beginning of the 'big story' of the Bible, say what the story tells Christians about God, Creation and the world, give at least one example of what Christians do to say 'thank you' to God for creation, and think, talk and ask questions about living in an amazing world.

INTENT

Children handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make and design packaging for.

VOCABULARY

healthy, balanced, diet, hygiene, senses, smell, hear, see, taste, touch

VOCABULARY

Christians, Christmas, Easter, Harvest, Grace, creator, celebrate, God

VOCABULARY

Blender, carton, fruit, healthy, ingredients, peel, peeler, recipe, slice, smoothie, stencil, template, vegetable

SEQUENCE OF LEARNING

1. To identify and name the basic body parts.
2. To identify and name the parts of the face.
3. To know the five senses and the body part responsible for them.
4. To use my senses to compare different textures, sounds and smells and describe using adjectives.
5. To understand and describe the importance of hygiene.
6. To understand and describe the importance of humans moving and doing exercise
7. To understand and describe the importance of a healthy diet for the human body.

SEQUENCE OF LEARNING

1. Ask pupils to describe what they see and how they feel in a natural environment.
2. To discuss who Christians believe created the world.
3. To discuss if Christians believe God made the world, what should they do to say thank you?
4. To celebrate the harvest festival (Sunday 2nd October)
5. To make links with grace before meals.
6. To think, talk and ask questions about living in an amazing world.

SEQUENCE OF LEARNING

1. To distinguish fruits from vegetables
2. To learn where fruits and vegetables grow and explore which part of these plants we eat.
3. To taste a selection of potential fruit and vegetable smoothie ingredients.
4. To blend chosen fruit and vegetables to make a smoothie.
5. To design packaging for my drink which reflects the ingredients.

OUTCOME/COMPOSITE

Children will be able to label the human body, understand the five senses and explain the importance of healthy eating, exercise and hygiene for the body.

OUTCOME/COMPOSITE

Children will be able to explain who Christians believe made the world.

OUTCOME/COMPOSITE

Children will design and make their own healthy smoothie and packaging.

Music: introducing beat

PRIOR KNOWLEDGE

Children have sung songs and nursery rhymes.

INTENT

To start to write some letters comfortably, distinguish, recognise, and write initial sounds, write their own name, understand print has meaning

VOCABULARY

Pulse, rhythm, pitch, tempo, dynamics, texture, structure

SEQUENCE OF LEARNING

Activity 1: Musicianship Options – find the beat
Activity 2: Listening
Activity 3: Singing
Activity 4: Playing
Activity 5: Composing and Improvising
Activity 6: Performing

OUTCOME/COMPOSITE

To perform a harvest song to parents as part of the harvest festival.

History: changes within living memory

PRIOR KNOWLEDGE

Children have looked at how they have changed from a baby to now.

INTENT

To learn how toys have changed from the past until the present.

VOCABULARY

Old, new, past, present, different, similar, artefact

SEQUENCE OF LEARNING

1. Toys Today: to learn about changes within living memory by exploring toys from today.
2. To develop an understanding of chronology and create a toy timeline.
3. To examine historical objects and ask questions.
4. To identify and sort old and new toys.
5. To describe what a toy might look like in the future.

OUTCOME/COMPOSITE

To set up a toy museum and share knowledge and understanding of toys through time with museum 'visitors'.

PSHE: Being Me in My World

PRIOR KNOWLEDGE

Children have learnt to build constructive and respectful relationships, identify and express their feelings and develop skills needed to manage the school day.

INTENT

The children discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.

VOCABULARY

Safe, special, calm, belonging, special, rights, responsibilities, learning charter, jigsaw charter, rewards, proud, consequences, upset, disappointed, illustration.

SEQUENCE OF LEARNING

1. I feel special and safe in my class.
2. I know that I belong to my class.
3. I know how to make my class a safer place for everybody to learn
4. I recognise how it feels to be proud of an achievement.
5. I recognise the range of feelings when I face certain consequences.
6. I understand my choices in following the Learning Charter.

OUTCOME/COMPOSITE

Children know who to tell if they or someone else is being bullied or is feeling unhappy. They will know skills to make friendships and that people are unique and that it is OK to be different.

Physical Education (PE)

PRIOR KNOWLEDGE

Be able to balance and move in a co-ordinated way. Starting to develop small motor skills. Be able to wait for their turn and understand the concept to 'take turns'

INTENT

I know different ways of moving.
I know what hand-eye coordination is and I know I have to use my eyes to 'track' the object I'm catching.
I know I should have my hands 'hands ready' when I'm catching an object.
I can move around a space using different movement skills (i.e., skipping, running, jumping).
I can catch a variety of objects by tracking the object and moving my hands to catch the object.
I have my hands 'hands ready' when I am catching the object.

VOCABULARY

'Hands ready', balance, co-ordination, agility, tracking, jumping, running, skipping, stop, go, taking turns

SEQUENCE OF LEARNING

- To be able to explain what P.E. is and why it's important.
- Understand how to move around safely.
 - Be able to move and travel in a variety of ways.
 - Be able to take turns and support team mates.
 - Be able to perform fundamental movement skills.
 - Apply skills in games and be able to play the game in line with the rules.
 - Develop fundamental movement skills.
 - Explore different ways of travelling over a bench
 - Apply skills in games.
 - Continue to explore travel 'over and under' along benches.
 - Be able to take turns and encourage your team mates.
 - Apply skills in small games
 - Refine movement skills to travel over / across a bench.
 - Develop hand-eye coordination.
 - Apply skills in a small game
 - Understand the concept 'hands ready'
 - Be able to move hands to respond to the stimulus.
 - Apply throwing and catching skills under pressure

OUTCOME/COMPOSITE

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Computing: *Computing systems and networks - Technology Around Us*

PRIOR KNOWLEDGE

In EYFS children have experienced using I pads and used various programs on the interactive white board.

INTENT

Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Children will also consider how to use technology responsibly.

VOCABULARY

Technology, computer, laptop, mouse, keyboard, type, edit, text, responsibly, safety

SEQUENCE OF LEARNING

1. To identify technology
2. To identify a computer and its main parts
3. To use a mouse in different ways
4. To use a keyboard to type on a computer
5. To use the keyboard to edit text
6. To create rules for using technology responsibly

OUTCOME/COMPOSITE

Children will build their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse.

CELEBRATIONS AND TRIPS



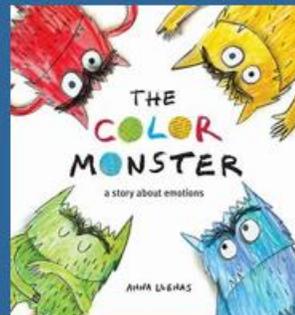
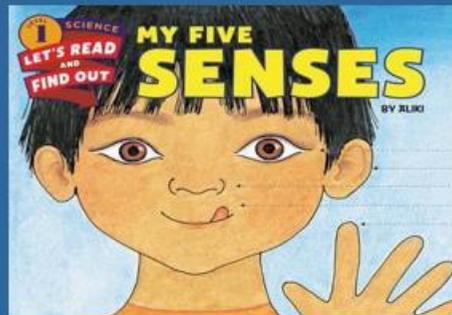
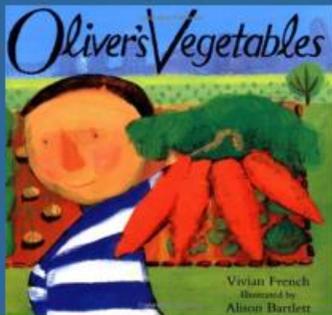
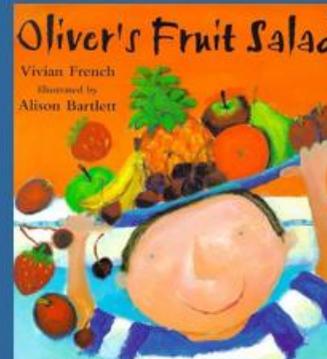
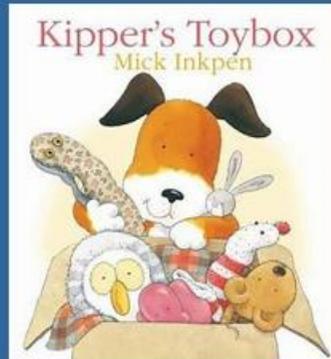
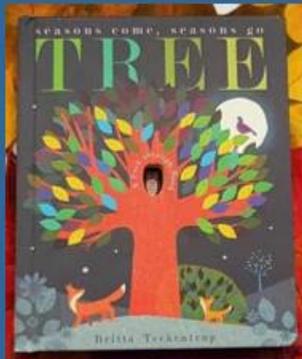
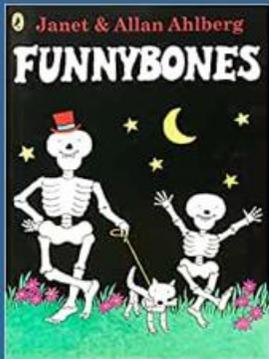
Halloween Party

Autumn Treasure Hunt at The Orchard



Cross Country Festival

KEY TEXT



BIG VISITS



Healthy
Cornwall

