

Class: Y1 Seedlings	Term: Autumn 1 Curriculum theme: Animal Allsorts Curriculum driver: Science Value: Respect							
Locality		Engaging			Ambitious and aspirational		Purposeful	
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
Geography	What is it like here in Chacewater? <i>Intent:</i> Children will develop their understanding of where they live and their local area, including using maps.	Where are we in the world? To be able to locate the school on an aerial map. To know the name of the country and village we live in. 	What are the human and physical features of Chacewater Village? To be able to explore and record the features of our local area using positional language. 	What are the symbols used on an Ordnance Survey Map? To be able to recognise the symbols used on an Ordnance Survey Map. 	What can we see in our classroom? To be able to create a map of the classroom with 4 key features. 	What would a map of our playground show? To locate key features of the playground. To be able to devise a simple map of the school grounds. 		Children will understand that they live in England. They will know that England is one country that makes up the United Kingdom. They will know the location of their school and begin to recognise human and physical features both locally and beyond.
Science	Animal Allsorts <i>Intent:</i> Children will develop their understanding of common animals including humans.	To be able to identify and name a variety of common animals; including fish, amphibians, reptiles, birds and mammals. 	To be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	To be able to categorise animals by their diet, using the words carnivore, herbivore and omnivore. 	TAPS – Animal Classification Present Results To be able to classify common animals in a range of ways. 	To be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	Seasonal Changes: Exploring Autumn To be able to observe and describe the typical features of Autumn. 	Children will be able to identify, name and classify a variety of common animals. They will be able to describe the structure of different animals, and classify them into type of animal and what they will eat. They will be able to identify the basic parts of the human body and which senses are connected to which body part.
Computing	Technology Around Us <i>Intent:</i> children can identify different types of technology at school and beyond and its uses.	To know what a computer is and its main parts.	To be able to use a mouse/trackpad in different ways.	To be able to use a keyboard to type.	To be able to use the keyboard to edit text.	To be able to create rules for using technology responsibly.		Children will have an awareness of the varying types of technology at school and at home. They will understand the main parts of a computer and what they are used for. They will be able to use a mouse/trackpad and keyboard.
PE & Sport	Real PE – Unit 1: footwork and balance. Outdoor PE: Multi-skills games	To be able to side step in both directions, skip, hop on either foot, gallop, leading with either foot.	To be able to side step in both directions, skip, hop on either foot, gallop, leading with either foot.	To be able to side step in both directions, skip, hop on either foot, gallop, leading with either foot.	To be able to stand still for 10 seconds on 1 leg (both legs).	To be able to stand still for 10 seconds on 1 leg (both legs).	To be able to stand still for 10 seconds on 1 leg (both legs).	Children will be able to follow simple instructions and understand the rules of a game. They will be able to demonstrate balance and control of their bodies when moving and standing still.
DT	Structures	Research	Skills	Plan/Design	Make	Evaluate		Children will be able to design a working structure, evaluating and adapting their

	Design and create a stable structure (pencil pot) <u>Intent:</u> to design, create and test a working pencil pot.	To be able to research existing pencil pots	To be able to understand and create stable structures.	To be able to design a pencil pot.	To be able to make a stable pencil pot.	To be able to evaluate a pencil pot.		product as they go to ensure it is effective and works successfully. They will be able to create the individual parts of their structure and join them together using a variety of tools.
RE	Christianity Who Made the World? <u>Intent:</u> Recognise and say what the story tells Christians about God, Creation and the world.	What is the story of Creation? To be able to simply retell the story of creation. 	What does the story of Creation teach Christians? To be able to explain what the creation story tells Christians about God, creation and the world. 	Why do Christians celebrate Harvest? To be able to discuss the importance of giving to others through Harvest. 	Why is it important to be grateful? To be able to explain how Christians show thanks to their creator. 	How should we treat the world? To understand how Christians believe we should treat the world and why. 		Children will learn about what Christians believe about how the world was created. They will be able to simply retell the creation story through different media and explain the impact this has on how Christians treat the world and each other.
RHSE	Wellbeing and Emotions <u>Intent:</u> Understand and name my emotions, how I feel in certain situations, and how my body feels.	Our Emotions To be able to describe basic human emotions.	Describe our feelings To be able to describe how basic emotions feel in my body.	Knowing how I feel To be able to name the emotion I am feeling and why I feel that way.	Managing our feelings To be able to describe how to respond positively when I feel an emotion.			Children will learn the names of different emotions. They will be able to think of situations that might make themselves or others feel certain emotions, and describe how these emotions make their bodies feel. They will think of positive ways to manage different feelings.
Reading Opportunities: Super Six Books								