



















<b>Class: Y1 Seedlings</b>		<b>Term:</b> Autumn 1 <b>Curriculum theme:</b> The Big Build <b>Curriculum driver:</b> Science <b>Value:</b> Respect						
<b>Locality</b>		<b>Engaging</b>			<b>Ambitious and aspirational</b>		<b>Purposeful</b>	
<u>Subject</u>	<u>Intent and links to previous learning</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Outcome/Composite</u>
<b>Geography</b>	<b>What is it like here in Chacewater?</b>  <u>Intent:</u> Children will develop their understanding of where they live and their local area, including using maps.	<b>Where are we in the world?</b>  To be able to locate the school on an aerial map. To know the name of the country and village we live in.  	<b>What can we see in our classroom?</b>  To be able to create a map of the classroom with 4 key features.  	<b>What can we find in our school grounds?</b>  To locate key features of the playground.  To be able to devise a simple map of the school grounds.  	<b>What are the human and physical features of Chacewater Village?</b>  To be able to explore and record the features of our local area using positional language.  	<b>What are the symbols used on an Ordnance Survey Map?</b>  To be able to recognise the symbols used on an Ordnance Survey Map.  	<b>What would a map of our local area show?</b>  To be able to create a map of our local area including key landmarks.  	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.
<b>Science</b>	<b>Everyday Materials</b>  <u>Intent:</u> Children will develop their understanding of different materials, their properties and their uses.	<b>What materials can we find in our classroom?</b>  To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  	<b>What are the properties of different materials?</b>  To be able to describe the simple physical properties of a variety of everyday materials.  	<b>How can we group materials?</b>  To be able to compare and group together a variety of everyday materials on the basis of their simple physical properties.  	<b>What materials would make a good boat?</b>  <b>TAPS – Materials for a Boat</b>  <b>Ask Scientific Questions/Plan an Enquiry</b>  To be able to ask scientific questions and plan an enquiry.  	<b>What happens to ice left on a windowsill over time?</b>  To be able to observe changes in materials over time.    	<b>Seasonal Changes: Exploring Autumn</b>  To be able to observe and describe the typical features of Autumn.  	Children will be able to understand the difference between materials, objects and properties. They will be able to group and classify objects using criteria. They will understand how to set up a fair investigation and how to observe changes overtime. They will be able to link their existing knowledge about materials to new knowledge of materials and their properties.
<b>Computing</b>	<b>Technology Around Us</b>  <u>Intent:</u> 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.
<b>PE &amp; Sport</b>	<b>Real PE – Unit 1: footwork and balance.</b>  <b>Outdoor PE: Multi-skills games</b>	To be able to side step in both directions, skip, hop on either foot,	To be able to side step in both directions, skip, hop on either foot,	To be able to side step in both directions, skip, hop on 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.

		gallop, leading with either foot.	gallop, leading with either foot.	gallop, leading with either foot.				
<b>DT</b>	<b>Structures</b>  Design and create a stable structure (pencil pot)  <u>Intent:</u> to design, create and test a working pencil pot.	<b>Research</b>  To be able to research existing pencil pots	<b>Skills</b>  To be able to understand and create stable structures.	<b>Plan/Design</b>  To be able to design a pencil pot.	<b>Make</b>  To be able to make a stable pencil pot.	<b>Evaluate</b>  To be able to evaluate a pencil pot.		Children will be able to design a working structure, evaluating and adapting their 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.
<b>Music</b>	<b>Express Ourselves</b>  Intent: children will explore ways of using their voices expressively, on their own and with others.	<b>Chase the sound game:</b> exploring the pitch of a vocal sound. Sing a song, and add high, low and sliding vocal sounds to a song.	<b>Say it:</b> performing an expressive poem (p.9)  I can change the pitch of my voice. I can use actions to a verse.	<b>Exploring descriptive sounds</b> (p.10) perform a body percussion song.				Children will develop skills of singing while performing actions to create an expressive story. Children will learn how to sing using high, low and sliding vocal sounds to music.
<b>RE</b>	<b>Christianity Who Made the World?</b>  <u>Intent:</u> Recognise and say what the story tells Christians about God, Creation and the world.	<b>What is the story of Creation?</b>  To be able to simply retell the story of creation.  	<b>What does the story of Creation teach Christians?</b>  To be able to explain what the creation story tells Christians about God, creation and the world.  	<b>Why do Christians celebrate Harvest?</b>  To be able to discuss the importance of giving to others through Harvest.  	<b>Why is it important to be grateful?</b>  To be able to explain how Christians show thanks to their creator.  	<b>How should we treat the world?</b>  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.
<b>RHSE</b>	<b>Healthy and Happy Friendships</b>  <u>Intent:</u> Forming friendships and how kind or unkind behaviours impact other people.	To be able to describe one friend and talk about what they like.	To be able to describe how to be kind and share what to do if a friendship makes me feel unhappy.	To be able to identify the qualities of a good friendship.				Children will understand what a positive friendship looks and feels like. They will learn how to resolve difficulties when they occur, describe how to be kind and describe what to do if a friendship makes them feel unhappy.
<b>Natterhub</b>	<b>Online Safety</b>  <u>Intent:</u> To understand how to be safe online.				<b>Rocking Rules</b>  To identify, follow and understand why we need rules around screen time.	<b>My Online Avatar</b>  To understand the function of avatars.		Children will be able to describe simple rules around screen time and explain why they are important. They will understand what an avatar is and how to use one.

**Reading Opportunities:  
Super Six Books**

