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| Class: Y1 Seedlings | Term: Autumn 2 Curriculum theme: Let's celebrate! Curriculum driver: History Value: Respect | | | | | | | |
| Locality | | Engaging | | | Ambitious and aspirational | | Purposeful | |
| Subject | Intent and links to previous learning | 1 | 2 | 3 | 4 | 5 | 6 | Outcome/Composite |
| History | <p><u>Intent:</u> children understand changes within living memory.</p> <p><u>Toys from the past:</u> children can recognise how toys have changed since Grandma was a child.</p> <p>Enquiry Question: How have toys changed since my grandparents were children?</p> | <p>What are our toys like today?</p> <p>To be able to describe an important event in my living memory (when I got my favourite toy).</p> <p><i>Children bring in their favourite toy and talk about why they like it/when they got it.</i></p> | <p>How can we tell that toys are old?</p> <p>To be able to describe how I can tell that toys are old or new.</p> <p>To understand that toys can look newer or older depending on how they have been looked after.</p> <p><i>Children describe old and new toys, paying attention to the materials and conditions.</i></p> | <p>What kind of toys did my grandparents play with when they were children?</p> <p>To be able to think of questions to ask someone about the toys from their childhood.</p> <p><i>Class visitor: Children interview visitor about the toys that they played with when they were a child.</i></p> | <p>What kind of toys did children play with hundreds of years ago?</p> <p>To understand that events beyond living memory don't have a living person that we can ask.</p> <p>To be able to research a toy from the past.</p> <p><i>Children work in groups to research toys from key eras in time and present their research to the rest of the class.</i></p> | <p>What is the same and what is different about old toys and modern toys?</p> <p>To be able to compare a toy from the past with a toy from the present.</p> <p><i>Children create a video comparing a toy from the past to a toy from the present.</i></p> | <p>How have toys changed over time?</p> <p>To be able to create a timeline to show how toys have changed over time.</p> <p><i>Children create a chronological timeline for a type of toy (crayons, cars, dolls) and describe how the toy has changed.</i></p> | Children will be able to recognise and compare toys from the past to the present day. Children will begin using sources to collect factual information to help with these comparisons. They will be exposed to vocabulary to use within context (past, present, old, modern) and be able to have a discussion with a visitor about what toys were like before their time. |
| Science | <p><u>Intent:</u> children can observe changes overtime.</p> <p><u>Seasonal Changes:</u> observe and describe weather associated with the seasons and how day length varies.</p> | <p>Ongoing exploration of the seasons.</p> <p>To be able to describe the changing seasons and the effect it has on our world.</p> <p>Children will revisit a tree on the playground to see how it changes, and have regular discussions about the weather.</p> | | | | | | Children will be able to describe the changes of the seasons and the effect this has on our world and life (e.g. leaves falling, the weather getting colder so needing to wear warmer clothes, it getting darker earlier). Children will notice the changes using their senses. They will frequently revisit the weather and changes in nature (e.g a tree on the playground) to build an understanding of how the seasons change over time. |
| Computing | <p><u>Creating media:</u> digital painting</p> <p><u>Intent:</u> children will be able to use online software to create a digital picture.</p> | <p>To describe what different freehand tools do.</p> <p>Vocabulary: paint program, tool, paintbrush, erase, fill, undo</p> | <p>To use the shape tool and the line tools.</p> <p>Vocabulary: primary colours, shape tools, line tool, fill tool, undo tool</p> | <p>To make careful choices when painting a digital picture.</p> <p>Vocabulary: shape tool, fill tool</p> | <p>To explain why I chose the tools I used.</p> <p>Vocabulary: tools, feelings, colour, brush style</p> | <p>To use a computer on my own to paint a picture.</p> <p>Vocabulary: brush size</p> | <p>To compare painting a picture on a computer and on paper.</p> <p>Vocabulary: Pictures, painting, computers, like, prefer, dislike</p> | Children are equipped with the skills to use a software programme to develop a digital picture with accuracy and detail. They will experiment with online tools to add marks and line detail to their drawing before evaluating it. |

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| Art | <u>Intent:</u> To create artwork using their bodies: Spirals <u>Drawing</u> | Introducing artist: Molly Haslund To be able to create art inspired by an artist. | Drawing from imagination: To be able to draw spirals using my body. | Developing Drawings: To be able to create snail drawings using my body's movements. | Observational Drawings of shells: To be able to create a continuous line drawing of a shell. | Observational drawing of shells: To be able to create experimental mark making with water soluble pens. | Celebrating our art: To be able to discuss and evaluate mine and others artwork. | Children will understand that artwork can be created to be significant and purposefully. |
| PE & Sport | Real PE: Balance and Agility | Dynamic Balance to Agility: Jumping and Landing | Dynamic Balance to Agility: Jumping and Landing | Dynamic Balance to Agility: Jumping and Landing | Static Balance: Seated | Static Balance: Seated | Static Balance: Seated | Children will be able to demonstrate different balances with agility and control. |
| Music | <u>Intent:</u> To learn songs to perform in the Nativity | To learn songs to perform in the Nativity | To learn songs to perform in the Nativity | To learn songs to perform in the Nativity | To learn songs to perform in the Nativity | To learn songs to perform in the Nativity | To learn songs to perform in the Nativity | Children will learn songs to perform confidently in the Nativity. |
| RE | <u>Intent:</u> to have awareness of different faith. What does it mean to belong to a faith community? | Do we all belong to something? To be able to describe what makes me special and where I belong. <i>Children will begin to explore the idea of belonging to a person or group. They will discuss who they belong with.</i> | How do different religions show they belong? To understand and compare how Christians and Jewish people show they belong. <i>Children will explore important religious symbols and ceremonies.</i> | Is every person valuable? To understand how different religious and non- religious people can show others that they are important and valuable. <i>Children will compare stories from different religious texts that show how to treat others.</i> | How do different religions welcome a new baby? To be able to compare how Christians and Muslims welcome a new baby into the family and community. <i>Children will research and compare the significance of Christian and Islamic ceremonies.</i> | How do people show that they belong to one another? To understand why people choose to get married and how they show that they love each other. <i>Children will compare religious and non-religious wedding ceremonies, and understand the significance of different traditions.</i> | What matters about being in a community? To understand how different religions show they belong to a community. <i>Children will review what they have learned about how people belong to different religions, and discuss why it might be important to be part of a community.</i> | Children will have an awareness of different faith and what it means to belong to a community. |
| RHSE | <u>Similarities and Differences:</u> Intent: Children will understand and respect that everyone is different and unique. | I am special. To be able to describe what makes me and others special. | Who I am makes me unique. To understand what unique means, and how we are all unique. | We don't all feel the same way. To be able to recognise how I feel and understand that others may feel a different way. | | | | Children will learn about what makes them unique and will understand that everyone feels and thinks differently. |
| Natterhub | <u>Using devices safely</u> Intent: Children will understand how to find information online in a safe way. | | | Villains in our fairytales To be able to describe ways that people can be unkind online. | Caring Creatures To understand different feelings and reactions about being online. | Ask Away To understand how to ask the right questions to find answers online. | Internet Quest To be able to identify devices that use the internet and use them to find information. | Children will be able to find the answer to a simple question using a device. |

Reading Opportunities

