

<b>Class: Y1 Seedlings</b>	<b>Term:</b> Autumn 2 <b>Curriculum theme:</b> Let’s celebrate! <b>Curriculum driver:</b> History <b>Value:</b> Respect							
<b><u>L</u>ocality</b>		<b><u>E</u>ngaging</b>			<b><u>A</u>mbitious and <u>a</u>spirational</b>		<b><u>P</u>urposeful</b>	
<b><u>Subject</u></b>	<b><u>Intent and links to previous learning</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>	<b><u>6</u></b>	<b><u>Outcome/Composite</u></b>
<b>History</b>	<u>Intent:</u> children understand changes within living memory. <u>Toys from the past:</u> children can recognise how toys and birthdays have changed since Grandma was a child.	<b>Introduce enquiry question:</b> How have toys and birthdays changed since Grandma was a child? Children to state/write favourite toys and what happens on their birthday (present) ready to compare. <b>History exploration activities (dress up day)</b>  Bonfire night	I can compare images of old and new toys. <b>Sources:</b> Chromebook, books, photographs, educational videos.  Remembrance Day collage/art/write up	I can write a question to ask a grandparent about the toys they played with and/or about their birthday.  <b>Class visitor!</b>  I can write a sentence to answer my question after the visitor has told me.	I can research and label one old and one new toy and compare them. <b>Sources:</b> Chromebook, history box, photographs, non-fiction books.	I can write about changes of toys overtime. <b>Vocabulary:</b> Present day, recent past, xx years ago, modern, old, older, 21st century	I can order toys (timeline) with dates. I can discuss the order with an adult <b>Vocabulary:</b> past, present	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 and birthdays were like before their time.
<b>Geography</b>	<u>Intent:</u> children are aware of place knowledge.  Continuing to research human and physical features in our local area (Chacewater village and Truro).	<b>Place Knowledge:</b> I can understand the differences between a town, village and the countryside.  I can sort photographs of these features (Venn diagram)	Human and physical features within Chacewater village.	Explain what you might wear if you lived in a very hot or a very cold place. Consider how we behave differently depending on the weather in the UK.				Children can distinguish human and physical features and give examples in school and beyond. Children can recognise different weather types and the associated weather given the time of year and season. They will be able to identify which clothing is more suited to certain weather and why.
<b>Science</b>	<u>Intent:</u> children can observe changes overtime. <u>Seasonal Changes:</u> observe and describe weather associated with the seasons and how day length varies.	Recap materials from last half term – complete experiment!	Watch weather reporter and discuss symbols. Class weather chart and work for our “Seasons tree.”					Children
<b>Computing</b>	<u>Intent:</u> children understand ways to stay safe online. <u>E-safety:</u> Natterhub <u>Creating media:</u> digital painting	To describe what different freehand tools do. <b>Vocabulary:</b> paint program, tool, paintbrush, erase, fill, undo	To use the shape tool and the line tools. <b>Vocabulary:</b> primary colours, shape tools, line	To make careful choices when painting a digital picture. <b>Vocabulary:</b> shape tool, fill tool	To explain why I chose the tools I used. <b>Vocabulary:</b> tools, feelings, colour, brush style	To use a computer on my own to paint a picture. <b>Vocabulary:</b> brush size	To compare painting a picture on a computer and on paper. <b>Vocabulary:</b>	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.

	<u>Intent:</u> children will be able to use online software to create a digital picture.		tool, fill tool, undo tool				Pictures, painting, computers, like, prefer, dislike	
<b>Art</b>	<u>Intent:</u> draw for a purpose using mixed media.  <u>Drawing</u> line, pattern, shape Intent: to develop skills to create purposeful artwork in many forms (observational, collaborative).	<u>Line</u>  Chalk drawings – bonfire night. Focus on line, patterns, shapes	<u>Shape</u> Drawing a poppy – Remembrance Day	<u>Pattern</u> Observational drawings of old toys – history link.				Children will understand that artwork can be created to be significant and purposefully.
<b>PE &amp; Sport</b>	Real PE:							
<b>DT</b>	<u>Intent:</u> cutting fruit accurately to make a healthy snack. Nutrition awareness and the importance of healthy eating.  Cooking and nutrition: making jelly	<b>Nutrition</b> – food groups  Recognising a healthy and healthy and unhealthy snack – understand where food comes from.	<b>Healthy fruit</b>	<b>Design</b> – healthy jelly using different fruit. Taste testing.	<b>Make</b> - jelly using design criteria  Cutting techniques 0- health and safety focus	<b>Evaluate end product</b> – include improvements.		Through a sequence of lessons, children will be able to plan and design, make and evaluate a healthy snack. Children will have awareness of where food comes from and why eating healthily is good for them.
<b>Music</b>	<u>Intent:</u> Music Express – Nativity songs							
<b>RE</b>	<u>Intent:</u> to have awareness of different faith. What does it mean to belong to a faith community?	Diwali focus - how do people celebrate Diwali?	How do Christians show they belong?	How do Muslims know that they belong?	How do Jewish people show they belong together as a community?	Do we all belong to something?		Children will have an awareness of different faith and what it means to belong to a community.
<b>RHSE</b>	Health and Wellbeing/ Healthy Living							

Reading Opportunities



