



Year 1; Autumn; Homes



Geography

Knowledge	Skills
Identify seasonal and daily weather patterns in the United Kingdom.	Ask questions Observe and record . Study maps and aerial photographs and use simple compass directions and locational and directional language. Draw own maps. Compare with photographs of different areas. Communicate findings in different ways.
Use basic geographical vocabulary to refer to:	Take photos and explain what the photos show.
key physical features, including: season and weather	Create a simple and aerial map of the school/local area as a class by using different sized blocks
Understand directions and locational language and directional language	
To know the key human and physical features of the surrounding environment	

History

Knowledge	Skills
To recognise and identify key characters/ story of the Gunpowder plot. To recognise and identify basic details about Nicholas Chamberlain and George Elliot and how they are significant to the local area. To identify and describe how the local area (School, Church, Shops) has changed over time. To talk about and sequence events in their lives. To understand key characters/ story of the Gunpowder plot. To recognise and identify a significant person in Black History and be able to describe why they are important. To recognise, identify and describe the differences between their lives now and in the past. To know that different events can be represented by different things (e.g. photos, stories, pictures, adults talking)	Sequence events in their life. Know and recount episodes from stories about the past. Recognise the difference between past and present in their own and others' lives. Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) Find answers to simple questions about the past from sources of information e.g. artefacts, pictures etc. Communicate knowledge through: discussions, drawing pictures, drama/role play, writing and using ICT

Hook/Celebration

Three Little Pigs Crime Scene
Black Country Museum
Local Area Walk

Whole School Events

Harvest
Remembrance
Anti-Bullying week
Nursery Rhyme week

Stand Alone Subjects

Computing (Warwickshire)
Making an E-book and Simple graphs
PE (Twinkl Move)
Invasion games and Gymnastics
Music (Charanga)
Hey You and Rhythm in the way we walk
Seasonal Songs
RE
What does it mean to belong to a faith community? How do people celebrate sacred and special times?
PSHE (Jigsaw)
Being in My World, Celebrating Difference.,
Protective Behaviours
Science
Everyday Materials, Seasonal Change

Key Texts

Mega-City Digital Text, Three Little Pigs,
Little Red Hen, Three Billy Goats Gruff,
Nursery Rhymes, Cinderella

Art & Design: Drawing/Printing and collage

Knowledge	Skills
To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and shape. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work: Lowry, Paul Horton	Draw carefully in line from observations. Experiment and investigate using a variety of tools. Explore tones using different pencils, pastels and chalks. Use a variety of drawing techniques such as scribbling and blending. - Observe and draw a landscape. Observe and draw patterns. - Create single patterns using simple rubbings using hard and soft materials – cork, pen lids, cotton reels, sponges.- Make simple prints – mono-printing.- Expressing opinion on size - Cutting, tearing, sticking, to collage - sort according to specific qualities

Design & Technology: Food/Houses

Knowledge	Skills
Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Design products that have a clear purpose and intended use. Make products, refining the design as work progresses. Use computing software to design. Name the tools they are using. Describe what they need to do next. Create 3D structures using different materials. (home for fairy-tale character/Castle) Continue to join different materials using glue and tape. Mark out materials to be cut using a template. Cut materials safely using scissors. Tear paper. Curl paper. Use a hole punch. Insert paper fasteners for card linkages. Create hinges. Evaluate by discussing how well it works in relation to the purpose. Identify strengths and weaknesses of their own product. Answer questions about what they have made and how they created it. Group familiar food products. Cut, peel, grate and chop a range of ingredients. Work safely and hygienically. Understand the need for a variety of foods in a diet. Begin to assemble