

Year group: Year One Term: Autumn 2nd Half

Focus Subject: Science

BIG Question: Why Do Some Leaves Change Colour?



Educate
Protect
Love
Serve

Key Vocabulary: Weather, seasons, observe, autumn, winter, spring, summer, day, log, temperature, trees, record, scale,

Practise at Home:

Daily reading and keyword practise

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Visit to Cardinham woods to observe seasonal changes

Relationships and Health Education we will:

- We are part of God's family
- Saying sorry is important and can mend friendships
- Jesus cared for others and had expectations of them and how they should act
- We should love other people in the same way God loves us

As Musicians, we will:

Learning 'How Does Music Tell Stories About the Past? Adding Rhythm and Pitch. When you add rhythm and pitch, they combine with pulse to create a song (especially if we also add words) or a piece of music. When singing, playing, improvising and composing in this unit, remember the Foundational Elements of Music:

Pulse – the regular heartbeat of the music, the steady beat • Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat • Pitch – high and low sounds

DT: As designers, we will:

use simple tools and materials with support, cut paper/card using scissors. Join with tape or glue. Roll paper and card to form a tube. Add paper and card shapes to products. Apply simple finishes.

RE: as theologians, we will:

Baptism/Confirmation – Belonging
Children will be able to **recognise** and use some religious words and phrases used in Baptism, such as 'I baptise you in the name of the Father...' Children will **recognise** that Baptism is the beginning of life in the Church family. Children will be able to **ask questions** about what they and others wonder about Baptism and becoming a Christian and realise some of these are difficult to answer. Children will be able to **use** religious words and phrases to **begin to describe** some actions and symbols used in a Baptism ritual such as pouring of water, anointing with oil, lighting the baptismal candle etc.

Advent/Christmas – Loving
Children will be able to **talk about** their experience and feelings about waiting. Children will be able to say what they **wonder** about waiting. Children will **begin to ask and respond** to questions about their own and others' experiences and feelings of waiting. Children will **begin to ask and respond** to questions about what they and others wonder about and realise that some of these questions are difficult to answer.



Science: As scientists, we will:

- Name different types of weather
- Identify the 4 seasons based on weather
- Describe the weather in each season temperature and how it changes
- Describe the appearance of trees linking the months of the year to each season
- Define a liquid -make a rain gauge
- Define hibernation, find examples of animals that hibernate
- Order types of wind by strength using a scale to record wind strength



PE: As athletes, we will:

Move in different ways and directions and keep balance
Catch a ball in different ways
Throw underarm
Use all these key skills: to move change direction and hit a ball in a competitive situation.

Maths: As mathematicians, we will:

Represent and use number bonds and related subtraction facts within 20
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$.

Represent and use number bonds and related subtraction facts within 20
Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs

Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Art: As artists, we will:

Exploring Simple Print Making

This pathway aims to introduce children to the idea that we can make single or multiple copies of an image through print.

Using simple methods to obtain relief prints, pupils explore the materials around them to understand how we can use repetition, pattern, colour, line, shape, and texture to make images.

History: As historians, we will:

Pupils will be introduced to the concept of Remembrance Day and will learn why people in this country wear poppies in November. Through learning about Remembrance, pupils will understand that there are events beyond living memory that are significant nationally and globally, and that these are commemorated through anniversaries. Pupils will learn how to ask relevant questions about WWI and to deduce facts about the war based on their own investigations. Pupils will attempt to empathise with the people who lived through the war, and to use this knowledge to explain why it is important to remember significant past events, like WWI.

English: As readers and writers, we will:

Take part in daily RWI lessons working at the appropriate level to use and apply our sound knowledge to reading and writing.

- writing narratives about personal experiences and those of others (real and fictional)
- writing poetry
- writing for different purposes - information books/instructions
- consider what they are going to write before beginning by: planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- read aloud what they have written with appropriate intonation to make the meaning clear

MFL: As linguists, we will learn:

about the French Christmas traditions and practise saying: "Joyeux Noel".

Computing: As programmers, we will:

Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.