

<p align="center">Mental and Physical Well Being (MPWB)</p> <p>Health & Self Care Moving & Handling Making Relationships Managing Feeling & Behaviour Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> Indoor PE: gymnastics – developing skills of travelling , jumping and balancing (PE) Outdoor Games : bat skills: throwing and catching (PE) At the start of the term agree on class expectations and create a class poster of these (PSHE) Allocate jobs to children for half term (PSHE) Introduce learning partners and group work (PSHE) E-safety (PSHE) Understanding the importance of healthy fresh fruits and vegetables (PSHE/S/DT) Preparing food safely (DT) Make signs and rules for the indoor and outdoor area (PSHE) (Link Lit) Kilmorie Child Qualities, what they mean and how we can demonstrate them (PSHE) Music – Move expressively to music, play percussion instruments, keep a beat, play singing games (taking turns, fine and gross motor skills) Fine motor skill development: drawing tools for observational drawings (Link EAD) / use of tools for cutting and joining (Link EAD) 	<p align="center">Year 1 Topic Planner</p> <p align="center">Autumn 1</p> <hr/> <p>The Global Garden</p> <p>We are finding out about the science and geography of the natural environment.</p> <p>Key Questions <i>How can I look after our natural world? (Link UW: RE)</i></p> <p>Why is the natural world so important? How do humans interact with the natural world? Where do fruits and vegetables come from?</p> <p>The following National Curriculum subjects will be covered this half term</p> <table border="0"> <tr> <td>Art (A)</td> <td>Design and Technology (DT)</td> <td>Computing (C)</td> </tr> <tr> <td>English (E)</td> <td>French (MFL)</td> <td>Geography (G)</td> </tr> <tr> <td>Maths (Ma)</td> <td>Music (M)</td> <td>Physical Education (PE)</td> </tr> <tr> <td>Science (S)</td> <td></td> <td></td> </tr> </table> <p>Other subjects covered Personal, Social, Health and Economic (PSHE) Religious Education (RE)</p>	Art (A)	Design and Technology (DT)	Computing (C)	English (E)	French (MFL)	Geography (G)	Maths (Ma)	Music (M)	Physical Education (PE)	Science (S)			<p align="center">Understanding the World (UW)</p> <p align="center">The World People and Communities Technology</p> <ul style="list-style-type: none"> Introduce ‘algorithms’ and follow algorithm to grow a plant (Barefoot computing). Then follow algorithm to create a sandwich - (C) Debug algorithms – what would happen if we changed the order of the algorithm? Demonstrate - (C) Create own algorithm on how to make a bag - (C) (Link EAD) Introduce why it is important to keep safe online - (C) (Link MPWB) Introduce the weather diary and observe seasonal changes through Forest School – (S) Introduce adopted tree that will be observed over the seasons – (S) Investigate fruits and vegetables grown in India, UK and Kenya– (S) (G) Plant a selection of seeds in the allotment area – (S) Identify and name common wild and garden plants growing in the school ground – (S) Introduce human and physical features of the school, in stories, in Forest Hill Look at aerial maps and try and identify some of the features – (G) Go on exploratory walk around the school – (G) Look at a simple map of the world. Go on a ‘plane’ ride to India and Kenya (Link EAD). Compare with Forest Hill. What is the same? What is different? Introduce compass directions NSEW – (G) Introduce weather diary – look at temperature in India and compare – (G) (S) Learn about the origins of some foods (DT) (RE) Think about the characteristics of animals and how they are represented musically in <i>The Carnival of the Animals</i> (M)
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<p align="center">English/Literacy (Lit)</p> <p align="center">Reading Writing</p> <p><i>The Curious Garden by Peter Brown</i> Learning and performing the song; making signs and rules for the indoor and outdoor area (E)</p> <p><i>Handa’s Surprise by Eileen Browne</i> Re-telling of the story: e.g. making story stones; setting up the role play area; puppet making (E) (link EAD)</p> <p>Re-enacting the story and making a photo book with captions (E)</p> <p><i>Augustus’ smile by Catherine Rayner</i> Hot-seating the characters from the story; conscience alley; writing an invitation to invite Augustus and Hand to a Year 1 party; writing an algorithm to make a bag to take to party (E/C) (Link EAD, CL)</p> <p>Learning and applying phonics in reading and writing (E)</p> <p>Writing skills: Fab Five; making signs and rules (E) (Link MPWB)</p>	<p align="center">Communication and Language (CL)</p> <p align="center">Understanding Listening and Attention Speaking</p> <p><i>The 4 strands of oracy are considered when planning CL</i></p> <ul style="list-style-type: none"> Role play : garden centre/ green grocers (Link EAD) Re-telling stories (E) (Link Lit) Hot seating characters (Link Lit) Learning algorithm for making a sandwich (C/DT) (Link EAD) Listening to others’ ideas and responding appropriately (x curricular) Build and use scientific and geographical vocabulary (x curricular) MFL- Colours, days of the week, seasons (MFL) Use musical and non-musical vocabulary to respond to music (M) Learn a range of songs, singing games and rhymes (M) 	<p align="center">Expressive Arts and Design (EAD)</p> <p align="center">Exploring & Using Media & Materials Being Imaginative</p> <ul style="list-style-type: none"> Observational drawings of cross-sections of fruit (A) (Link UW) Introduce Austin’s butterfly and encourage children to give feedback to a partner to improve their drawing. Repeat drawing and evaluate (A) (Link MPWB/CL) Design and make a fabric bag to carry a sandwich to a Year 1 party (DT) This will include: Testing and evaluating bags Printing with fruit – on paper and fabric Designing bag and making bag Evaluating product <p><i>Carnival of the Animals</i> (M)</p> <ul style="list-style-type: none"> Understand and describe the meaning of pitch, dynamics and tempo (interrelated dimensions of music). Listen and respond to music verbally and physically Learn a range of songs, singing games and rhymes Play percussion instruments with control Understand that music can be used for different purposes e.g. to describe an animal 												
<p align="center">Maths (Ma)</p> <p align="center">Number Shape, Space and Measure</p> <ul style="list-style-type: none"> Place value : counting to 10 forwards and backwards from any given number. Count read and write numbers to 10 in numerals and words Identify and represent numbers using objects and pictorial representations. Give a number 1 more/1 less Addition and subtraction – represent and use number bonds and related subtraction facts Add and subtract one digit number (to 10) Introduce number sentences using addition, subtraction and equals signs Solve one-step problems using concrete objects and pictorial representations and missing number problems 	<p>Points to consider when planning</p> <p>Opportunities to include philosophy within lessons Opportunities for exploring current affairs Opportunities to develop awareness of environmental issues Characteristics of Effective Learning (Motivation, Thinking, Engagement). Kilmorie Child Qualities</p>	<p align="center">Trips and visits</p> <p>Horniman Musuem</p>												