

Half Termly Curriculum Plan Autumn 1 2024

	Year 1										
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Assessment
Science	Understanding of caring for the natural environment	skeleton organ heart brain lung limb joint eye sight pupil senses eyelash iris ear sound vibration hearing deafness sign language tongue taste touch sensitive taste buds		Animals including humans – All about me LI: I can identify different parts of the human body - Name different parts of the human body - Understand what a skeleton is - Understand that a skeleton also protects organs such as the heart and brain - Know that arms and legs are limbs - Learn that joints help us bend or move that part of the body	Animals including humans – All about me LI: I can learn about my eyes and sight - Understand that our eyes allow us to see - Know the basic parts of the eye - Know the basic functions of different parts of the eye	Animals including humans – All about me LI: I can learn about ears and hearing - Understand that our ears allow us to hear - Know that our ears help us to understand the direction sound is coming from - Understand sound is made up from vibrations	Animals including humans – All about me LI: I can explore the tongue and taste sense - Understand the tongue allows us to taste - Describe a range of different flavours - Understand why our sense of taste is important	Animals including humans – All about me LI: I can explore the sense touch - Understand that our skin helps us feel - Know that our fingertips are sensitive to touch - Understand our sense of touch can identify different textures	Animals including humans – All about me LI: I can discover how your nose smells - Know that our nose allows us to smell - Understand that we can smell many different flavours - Know that our sense of smell helps keep us safe	Assessment	Developing experts assessment
Geography	EYFS – understanding of the world – describing the immediate environment	Geography world map globe town house name locate		LI: I can think about where I live Know that our school is Chase Lane Primary School		LI: I can use simple fieldwork and observational skills to study the geography of my school and its grounds		LI: I can describe the immediate area Know that our school is called Chase Lane and is in Harwich			End Autumn 2

		Surrounding environment		• Know that our school is in Harwich • Understand that people live in different places – house, bungalow, flat etc • Begin to understand the meaning of geography		• Explore the school grounds • Discuss different things within the school grounds • Identify whether certain objects/features are within the school grounds or not		• Know some objects/features that are in the school grounds • Talk about different areas of the school such as woods, playgrounds, new hall • Think about the layout of the school • Explain where something is in relation to something else eg the field is next to the woods			
Computing		Instructions Predict Algorithm Debug Programming Robot Direction		<u>Algorithms & Bee-Bots</u> L.I. – To explain what a given command will do • I can predict the outcome of a command • I can match a command to an outcome • I can run a command on a device	<u>Algorithms & Bee-Bots</u> L.I. – To create a set of instructions for an animated character to follow • I can understand what the up, down, left & right arrows will do in my algorithm • I can predict what a simple algorithm will do • I can solve simple algorithm puzzles	<u>Algorithms & Bee-Bots</u> L.I. – To create multiple algorithms for multiple sprites • I can create different algorithms for different sprites • I can solve a problem with more than one solution • I control multiple sprites at once	<u>Algorithms & Bee-Bots</u> L.I. – To spot mistakes in an algorithm • I can debug my program • I can choose the order of commands in a sequence • I can recognise the importance of using commands in the correct sequence	<u>Algorithms & Bee-Bots</u> L.I. – To program a toy to follow an algorithm • I can compare forward and backward movements • I can start a sequence from the same place • I can experiment with 'turn' and 'move' commands to move a robot	<u>Algorithms & Bee-Bots</u> L.I. – To predict how an algorithm will work on a toy • I can predict the outcome of a sequence involving 'forwards' and 'backwards' commands • I can predict the outcome of a sequence involving up to four commands		Assessment based on completion of challenges.
History	EYFS – time leaning about the order of time, yesterday, today, tomorrow	History crown monarch reign royal king queen	LI: I can begin to understand chronology • Learn the word history		LI: I can begin to understand chronology • Know there are different ways to		LI: I can begin to think about important people and place them on a timeline				End Autumn 2

	Past, present and future		• Discuss significant events of children's lives in order – born, go to nursery, start school, start Year 1 • Discuss the order of families, parents are older than children, grandparents are older than parents • Create a simple timeline		record information • Discuss the order of families, parents are older than children, grandparents are older than parents • Record the order of families in a different format		• Know that kings and queens are significant people • Begin to understand the role of kings and queens • Understand that King Charles is the current monarch • Know where to place King Charles on a timeline				
Religious Education	Significant celebrations looked at in EYFS	Sense Religion Worship God Hindu Shrine Mantra Puja Origin Hindu gods Murti Brahma Vishnu	LI: I can explore and compare objects using my senses • Know that Hindus believe there is more than 1 god • Understand that in Hinduism it is believed that to have the best experience of worshipping God, it's good to use as many senses as possible • Know what the 5 senses are	LI: I can examine religious artefacts and discuss what they represent • Know that a shrine is a special place where people worship • Understand that a Puja tray and all of the objects on it are important to Hindus • Begin to understand the different senses being used • Know what each of the objects represents	LI: I can explain how and why artefacts are used in worship • Find out more about the practice of Puja • Explain the importance of our senses in worship • Explain what each object is for	LI: I can design and create a sensory experience • Recall the 5 senses and how they are used in life • Recall how the 5 senses are important in Hindu worship • Think about how we could create a sensory experience – what could we use to make people feel welcome. • Think about different objects and the senses we could use.					
Music	EYFS: Simple 'Pulse & Rhythm'. 'Marching' & 'Dancing'.	Pulse. Rhythm. Tempo. Timbre. Structure. Compose. Genre.		LI: I can understand the musical expectations for 'Year 1'. Explain / discuss the 'Year 1'	LI: I can understand & join in with simple sequences. Through collaborative	LI: I can understand, join in with & begin to compose simple sequences.	LI: I can understand, play along with & compose simple sequences.	LI: I can recognise & move in time to 'Marching Music'. Through collaborative	LI: I can recognise & respond to the difference between 'Marching & Popular Musical Genre's.	LI: I can recognise & respond to music that has a 'Marching' beat. Recap on this unit of work.	Are You Listening? Marching Beat. (Written Assessment).

	Playing a range of 'Untuned Percussion' instruments.	Beat. Pattern. Fast. Slow. Sequence. Military. Marching. Dancing. Accumulative. Untuned Percussion. Clarinet. Flute.		music curriculum & expectations. Complete individual music book covers for 'Year 1' .	whole class activities, discuss / explore & join in with simple teacher led sequences using body percussion.	Through collaborative whole class activities, discuss / explore & join in with simple pupil led sequences using body percussion.	Through collaborative whole class activities, discuss / explore & join in with simple pupil led sequences using 'Untuned Percussion' instruments.	whole class activities & various media explore, discuss, practice moving to music with a 'Marching Beat' .	Through collaborative whole class activities & various media explore, discuss the differences &, practice moving to 'March & Popular Dance' music.	Run 'Marching Beat' assessment sheet.	<i>Recognising which music has a 'Marching Beat'.</i> Ongoing informal assessments throughout this unit of work.
PSHE		Consequences Upset Disappointed Learning Charter Responsibilities Rewards Proud Safe Special Calm Belonging Rights	LI: I can feel safe and special in my class • Think about times I feel special • Think about times I feel safe	LI: I can understand my rights and responsibilities as a member of my class • Think about how I learn best • Discuss how we can help others to learn	LI: I can understand the rights and responsibilities of being a member of my class • Know how to make my class a safe place for everybody to learn	LI: I can recognise how it feels to be proud of an achievement • Know my views are valued	LI: I can begin to recognise the choices I make and know that there are consequences • Recognise the range of feelings when I face certain consequences • Begin to think about and discuss realistic/appropriate consequences for certain choices	LI: I can understand my rights and responsibilities in our learning charter • Understand my choices in following the learning charter			
PE		Send, receive, underarm, overarm, travel, catch, balance, bounce	No PE lesson this week	Catch a ball or beanbag on a bounce Catch a ball from a throw	Develop anticipation and reaction when working with beanbags or balls Develop accurate throwing skills	Develop accuracy of send Introduce travelling with a ball	Understand the overarm throwing technique Understand when to use an underarm throw	Stop, trap or catch the ball while on the move Using a variety of equipment	Combine fundamental movement skills and apply with previously learnt skills Work alongside a partner to develop skills further	Play a game, following the rules and demonstrating fair play	End of unit assessment