

Chase Lane



Primary School and Nursery

Half Termly Curriculum Plan Autumn 2 2024

Year 1										
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Assessment
Science	ELG 14: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Season Autumn Winter Summer Spring Weather Mammal Amphibian Reptile Fish bird	LI: I can observe changes across the four seasons. Children will be able to observe seasonal changes in regards to Autumn.	LI: I can name some animal families. Children will be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	LI: I can recognise some differences between mammals and birds. Children will learn about the differences between mammals and birds.	LI: I can identify some differences between amphibians, reptiles and fish. Children will learn about the differences between amphibians, reptiles and fish.	LI: I can begin to understand some of the types of food living things eat. Children will be able to identify the different types of food living things eat.	LI: I can identify differences between wild animals and pets. Children will learn about the how wild animals live and compare these to pets.	LI: I can explain the characteristics of some animals Children will be able to identify some characteristics of the animal groups.	
Geography	EYFS – Understanding the world Describing the immediate environment	human feature physical feature port shop house town beach sea	LI: I can describe the immediate area Children will be able to identify and label Harwich on a map Know some features in Harwich eg beach, shop, town Record some of the features they know about in Harwich		LI: I can begin to understand and identify human and physical features Children will know that human features are man-made – someone has had to build/do something Know that physical features are natural and just happen		Assessment			Identify and label Harwich on a map – identify a range of human and physical features

					Children will identify some human features Children will identify some physical features					
History	EYFS – Time – learning about the order of time, yesterday, today, tomorrow Past, present, future	Monarch Royal Succession		LI: I can develop an understanding of the past by studying significant kings and queens Place Queen Elizabeth II on the timeline Know that King Charles is Queen Elizabeth's son Listen to a few facts about Queen Elizabeth Know that she was Queen Elizabeth II because she was the second Queen Elizabeth		LI: I can develop an understanding of the past by studying significant kings and queens and I can identify old and new things across periods of time Place Queen Victoria on the timeline Know that the period of time where Queen Victoria reigned was the Victorian Era Understand that there were a lot of changes during the Victorian Era Identify items from the Victorian Era and current day – talking about the similarities and differences	LI: I can develop an understanding of the past by studying significant kings and queens Place King Henry VIII on the timeline Listen to key facts about King Henry VIII Place William the Conqueror on the timeline Listen to key facts about William the Conqueror Know that William the Conqueror built lots of castles in England	LI: I can develop an understanding of the past by studying significant kings and queens Children will begin to understand the importance and purpose of castles during the reign of William the Conqueror Create a castle	Assessment	End of unit assessment
Religious Education	ELG- Understanding the world- People, culture and communities. Know some similarities and differences between different religious and cultural communities in this country, drawing on	Religion Christian Christianity Muslim EID Christmas Community celebration	LI: I can describe the events of Christmas and EID Discuss different celebrations Recognise that different people have different beliefs	LI: I can discuss and compare how Christians celebrate Christmas Explore how Christians celebrate Christmas Discuss Christian Christmas traditions	LI: I can explain how Muslims celebrate EID Think about how celebrations bring communities together Explore different artefacts and know their importance to Muslims during Eid	LI: I can investigate how a Christian community comes together at Christmas Discuss the significance of church to Christians	LI: I can compare and contrast how different celebrations bring a community together Explore how Christmas is celebrated Explore how EID is celebrated			

	their experiences and what has been read in class; EYFS Nativity			Explore different artefacts and know their importance to Christians at Christmas						
Computing	EYFS: Giving instructions to floor robots	Algorithm Debug Steps Instructions Edit Sequence Predict		<u>We are Lego Builders</u> LI: To follow an algorithm • I understand what an algorithm is • I can follow a simple algorithm to build a Lego model • I can plan an algorithm for a Lego model	<u>We are Lego Builders</u> LI: To take photos • I can take a clear photo • I can delete photos that are not clear • I can save my photos in a folder	<u>We are Lego Builders</u> LI: To build a Lego model • I can build a simple Lego model • I can work collaboratively with a partner	<u>We are Lego Builders</u> LI: To photograph all the steps of the Lego model • I can take photos of each step of my Lego model • I can number my photos to appear in the correct order • I can spot mistakes in my photo algorithm	<u>We are Lego Builders</u> LI: To create a Lego algorithm with photos • I can see how my photos in the correct order make up an algorithm • I can paste my photos in PowerPoint in the correct order • I can save my PowerPoint presentation	<u>We are Lego Builders</u> LI: To follow a Lego algorithm • I can label all the steps of my Lego algorithm • I can follow my friend's algorithms to build their Lego models • I can give constructive feedback to improve an algorithm	Assessment based on final presentation of algorithm
Art and Technology	ELG- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;		LI: I can mix primary colours to make secondary. Children will learn about primary and secondary colours and create colour wheels.	L.I. I can use thick and thin brushes. Children will explore different brush strokes ensuring that they use a range of straight, curvy, zigzag.	LI: I can add white to colours to make tints. Children will add white to colours to make different shades.	L.I. I can add black to colours to make tones. Children will add black to colours to make different tones	LI: I can create a self-portrait using the techniques I have learnt. Children will use skills they have learnt to create their self-portrait.	LI: L.I. I can understand the work of Georges Seurat and make links with my own work. Children will study the works of Georges Seurat then create a GFOL background using techniques learnt over previous lessons.		
Music	Nursery: Christmas Sing-a-long. EYFS: Traditional Christmas Nativity.	Pulse Rhythm Tempo (fast & slow) Pitch (high & low) Dynamics (loud & quiet) Performance Group Technology	LI: I understand the meaning of the word 'Christmas' Revisit & discuss the story of 'The First Christmas'. Introduce & discuss this years KS1	LI: I understand how the Year 1 songs fit into the story of the 'First Christmas'. Work through the two Year 1 songs in the Christmas Nativity production & how they fit in to	LI: I understand the 'First Christmas' story & why we have Christmas celebrations every year. Revisit & improve previous learning on the two Year 1 songs in the	LI: I understand that rehearsal is very important in preparing for a live performance. Children to rehearse the whole production as a whole Key Stage for the first time using the staging.	LI: I can rehearse & perform as part of my cohort with increasing confidence. Children to improve the performance levels by further rehearsing as a whole Key Stage	LI: I can perform to a live audience with confidence. Christmas Nativity production: Final rehearsals. Dress rehearsal to school. Live performances to families.	LI: I understand how to improve future live performances. Assess & discuss as a class the previous weeks Christmas Nativity production performances.	Class discussion relating to the live performances of the Christmas Nativity production.

			Christmas Nativity production.	the 'First Christmas' story. Introduce & work through additional production songs as time allows.	Christmas Nativity production. Revisit & improve previously learned additional production songs. Introduce & work through the remaining production songs as time allows.	Introduce the sound technology required for a live performance.	using staging & props. Introduce the scenery, visual effects & lighting		Fun musical activities to conclude this unit.	
PSHE	ELG- show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Similar Similarity Same as Different from Differences Bully Bullying Bullying behaviour Included Special Unique Deliberate On purpose Unfair	LI: I can tell you some of the ways I am the same as my friends Identify similarities between people Think about ways I am similar to my partner	LI: I can tell you some ways I am different from my friends Identify differences between people Think about ways I am different to my partner	LI: I can begin to understand what bullying is Think about how being bullied might feel	LI: I can say who I would talk too if I was unhappy or if someone was being bullied Share ways to be kind to others Think about when or why someone might feel unhappy	LI: I can discuss how to make new friends Know how it feels to make a new friend Discuss what makes a good friend	LI: I can identify ways I am different from my friends Know that differences make us all special and unique		