

**Year 1 MTP: Autumn 1**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>RE</b> Christianity</p> <p><b>Enquiry Question</b> What do Christians believe about God?</p> <p><b>Key Vocabulary</b> bible, Old Testament Genesis, New Testament, create, creation, creator, protective, God, harvest, respect, sacred, agape, precious</p>	<p><b>Pre assessment:</b> How do we show respect in our school?- Mapping</p> <p>LO: To respect the work of a creator.</p> <p>STS: I can explain what is a creator and creation. I can say what I have created. I can share how it made me feel to create something. I can explain how I would like my creation to be treated by others.</p> <p>Task: Children make their own creation using natural materials and recyclables from scavenger hunt. Share creation with others and offer feedback/compliments.</p>	<p>LO: To retell the Christian creation story.</p> <p>STS: I know that Christians believe God is the creator of the world. I know the holy book the Bible tells the story of creation. I can recall what Christians believe God did in the creation. I can describe how Christians may feel about God as a creator. I can describe how Christians may behave towards God as a creator.</p> <p>Task: Groups recreate each day of the creation to show what happened.</p>	<p><b>Mid-point Assessment:</b> Low-stakes quiz-What did God create on ___day?</p> <p>LO: To know how Christians think God wants them to behave towards the world.</p> <p>STS: I can recall the story of the creation. I know Christians believe God created humans and gave them the power to take care of the world. I can describe when I was a caretaker. I can recognise other people who are caretakers. I can recognise what makes good and bad caretakers. I can recognise ways that I can look after the world.</p> <p>Task: Sort photos and explain those people being good caretakers and those who are not. Extension- Add own actions of caretaking to groups.</p>	<p>LO: To know some ways Christians believe God wants them to behave towards other people.</p> <p>STS: I know what it means to be kind and respectful. I can recognise people showing kindness and respect. I can recognise ways that we can look after each other. I know Christians believe God created humans and gave them the power to show kindness and respect to each other. I understand agape is giving love without expecting anything back. I can recognise/give examples of agape.</p> <p>Task: Individuals draw a time when they have shown agape. Groups act out &amp; share scenarios that show agape.</p>	<p>LO: To recall some Christian beliefs about God and share my opinion about these.</p> <p>STS: I can recall some beliefs Christians have about God. I know Christians believe God is the creator of the world and gave humans the power to agape. I can explain how this may make Christians behave and if this is good. I can explain how I felt when I took care of something/someone.</p> <p>Task: Complete activity sheet in pictures/words to share ideas and opinion.</p>	<p><b>End of Unit Assessment:</b> Circle finish sentence- 'Many Christians believe...'</p> <p>LO: To share how it feels to take care of the world or someone.</p> <p>STS: I can recall some beliefs Christians have about God. I know Christians believe God is the creator of the world and gave humans the power to agape. I can show how I might behave towards the world and other people. I can share how this might make me feel and talk about something that is precious to me.</p> <p>Task: Complete task sheet, illustrating how a Christian may take care of the world and take care of people. Reflect if they would behave in this way and how they would feel.</p>
<p><b>SCIENCE</b> Animals including humans</p> <p><b>Enquiry Question</b> How do animals survive?</p>	<p><b>Pre assessment:</b> Which animals do you know are alive?-Name top ten</p>	<p>LO: To describe and compare the structure of a variety of common animals.</p>	<p><b>Mid-point Assessment:</b> What am I?-Guess who quiz</p>	<p>LO: To name and label the parts of the human body.</p>	<p>LO: To name the five senses and to perform simple tests to find out more about them.</p>	<p><b>End of Unit Assessment:</b> What can you tell me about this animal?-Focus on appearance, parts, diet</p>

<p><b>Key Vocabulary</b> sight, senses, hear, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow, arm, light, dark</p>	<p>LO: To identify and name some common animals.</p> <p>STS: I know animals are a living thing. I know animals can be found in different places eg sky, grass, log. I can name common animals seen. I can identify the animal group eg bird.</p> <p>Task: Children to draw range of animals observed in local area, noting name, location and group.</p>	<p>STS: I can recognise a variety of common animals. I can recognise and name parts of animals-eg. head, wing, tail, beak, etc. I can recognise and name scales, fur, feathers. I can observe closely to identify animals with the same feature. I can group animals that have the same feature. I can explain how I have grouped animals.</p> <p>Task: Children to sort pre-cut animals into groups according to observable features using given criteria eg wings, 4 legs. Extension-Sort according to own criteria.</p>	<p>LO: To identify, name and sort animals that are herbivores, carnivores and omnivores.</p> <p>STS: I know animals eat to survive. I know some animals eat plants, some eat meat and some eat both. I understand the meaning of herbivore, carnivore and omnivore. I can sort animals according to what they eat and can use these words to explain each group.</p> <p>Task: Using the animal diet photo cards - can the children say if it's an omnivore etc? Sort animals by diet. Extension-Complete table.</p>	<p>STS: I can recognise parts of the human body. I know a human is an animal. I can name parts of the human body (see vocab). I can identify which parts of the human body are the same.</p> <p>Task: Label diagram of body, including features of head.</p>	<p>STS: Discuss what the word 'diet' and 'food' means. Does everyone eat the same? Pre test- What do animals eat? Teach the meaning of the key vocab and discuss what animals eat.</p> <p>Task: What is it?-Move through rotation of tasks to identify through a different sense each time. Eg. Feely bag, sound lotto, smelly cups, spot the difference, flavoured water/food tasting.</p>	<p>etc. Could be a mind map or drawing and labels.</p>
<p><b>HISTORY</b> Gunpowder Plot</p> <p><b>Key Vocabulary</b> Guy Fawkes, gunpowder, Catholic, King James I, London, Houses of Parliament, order, event, sequence, treason</p>	<p><b>Pre-assessment:</b> What special events do you remember from your past?- Share personal events eg birthday, wedding, bonfire night.</p> <p>LO: I can understand some of the differences in how people such as Guy Fawkes lived, compared with today.</p> <p>STS:I can recognise objects that are used today. I can recognise objects that are not familiar now and may have been used in the past.</p>		<p>LO: I can find out about how the Gunpowder Plot started and some of the problems the plotters encountered.</p> <p>STS: I can discuss rules I do/do not like. I can share times when people have same/different opinions. I can recognise how the plotters felt and why .</p> <p>Task: Use the Problems for the Plotters activity Sheet to write into the</p>		<p><b>Mid-point Assessment:</b> Who was Guy Fawkes?- Peer teach</p> <p>LO: I can find out about the main events of the Gunpowder Plot.</p> <p>Task: 1- Use the pictures only to create their Gunpowder Plot booklet, without needing to write more information underneath. Task 2- Use the Gunpowder Plot Questions Activity Sheet</p>	

	<p>I can compare materials and objects used now and in the past. I can identify objects from the past that may have been used by Guy Fawkes and explain my thinking.</p> <p>Task: Look at the range of objects for the children to think about which would have been available for Guy Fawkes to use in 1605. Children use the differentiated What Could Guy Fawkes Use? Activity Sheet to choose objects for Guy Fawkes to use.</p>		<p>speech bubbles the key points that their group want the plotters to say in their role play.</p>		<p>to show and extend their understanding of the Gunpowder Plot.</p>	
<p><b>ART</b> Drawing</p> <p><b>Artist</b> L.S. Lowry</p> <p><b>Key Vocabulary</b> Line - 2D, 3D. Composition - arranging, visual qualities, background, foreground, sketch, grades of pencil, observation, contrast, tone, shade</p>	<p><b>Pre-assessment:</b> Manipulating and controlling pencil-Drawing patterns, lines, shapes-short/long lines, circles, waves, zigzags, square, triangle...</p> <p>LO: Identify L.S Lowry as an artist who was famous for drawing buildings and matchstick people.</p> <p>STS: Know LS Lowry was an artist. To observe and describe his artwork-colour, shapes, details, mood To share their feelings about his artwork.</p> <p>Task: Observe and annotate a Lowry drawing in sketchbooks.</p>		<p>LO: Know light and dark shades can be created by using different pressure.</p> <p>STS: I can hold a pencil correctly for sketching. I can use gentle pressure to produce light. I can use firm pressure to produce dark. I can change the pressure to produce different shades and describe how I did it.</p> <p>Task: Experiment with different shades from lighter to darker.</p>		<p><b>Mid-point Assessment:</b> Discussion: How do you make light/dark shade? How do you make a darker/lighter shade?</p> <p>LO: To know what shading and tone is and how to create it.</p> <p>STS: I can observe light and dark and shades between. I can remember how to create light and dark by changing pressure. I can shade to match the dark/light observed in a picture.</p> <p>Task: To look at photographs from our local area and discuss where shading would be needed. Look at some</p>	

					local pictures/ photographs. Children to choose which they would like to study and practise shading.	
<b>GEOGRAPHY</b> Weather and Seasons  <b>Key Vocabulary</b> month, season, Spring, Summer, Autumn, Winter, weather, climate, temperature, forecast, rain, snow, sunshine, wind, cloud, fog rain gauge, freezing, frosty, misty, thunderstorm		<b>Pre-Assessment:</b> Sing days of the week song  LO: Order the months of the year and recognise seasons.  STS: I can order the months of the year. I can name the seasons. I can order the seasons.  Task: Pupils work in pairs to order the month cards. Sort the images into groups of the four seasons. Use the vocabulary cards to decide how best to describe each season. Sort and group the months into the correct seasons.		LO: Recognise the differences between the seasons.  STS: I can identify different types of weather experienced in each season. I can describe how trees change in each season. I can show how trees change in each season.  Task: Pupils decorate each tree to represent a different season. They then use the vocabulary sheets and match each word to the correct season.		<b>Mid-point Assessment:</b> Sing Months of the year song  LO: To recognise clues to decide which season we are in.  STS: I can identify what the weather is like. I can identify how th weather affects my local environment. I can recognise the changes in Autumn.  Task: In groups, children fill in their scavenger hunt and I spy sheets based on what they can see. Once back in the classroom, discuss what seasonal clues they have found.
<b>PSHE</b> Being Me in My World  <b>Key Vocabulary</b> safe, special, calm, belonging, rights, responsibilities, learning charter, rewards, proud, consequences, upset, disappointed, rewards, consequences	<b>Pre-assessment:</b> Discussion- What rules did we follow in F2 to help us learn and feel safe  LO: I know how I am special and how to be safe in my class.  STS: I can say how I feel when I know I am safe. I can say when I feel safe.	LO: I understand the rights and responsibilities as a member of my class  STS: I can recognise how I am special. I can say how good and bad behaviour effects other people and makes them feel.	<b>Mid-point Assessment:</b> Sort behaviours that make us feel happy/sad.  LO: I understand the rights and responsibilities for being a member of my class  STS: I can say when I like learning and why.	LO: I know my views are valued and can contribute to the Learning Charter  STS: I can describe different feelings. I can recognise different emotion on faces. I know what feeling proud means.	LO: I can recognise the choices I make and understand the consequences  STS: I can explain how someone's behaviour can eacuse something else to happen. I can explain how someone's behaviour can	<b>End of Unit Assessment:</b> LO: I understand my choices in following the Learning Charter  Task: Divide the children into smaller groups. Each group is going to draw a picture of their classroom following the Learning Charter.

	<p>I can identify places where I feel safe. I can tell you people who keep me safe.</p> <p>Task: To draw a picture of themselves in a place they feel safe or with a person they feel safe with.</p>	<p>I recognise behaviours that mean everyone can enjoy school and learn at school. I know we all belong to a class and we have the right to belong.</p> <p>Task: Draw 3 pictures about how we learn best. How we can help others learn. What are our rights and responsibilities.</p>	<p>I can recognise when people are doing the right thing. I can say how people feel when others are doing the right thing.</p> <p>Task: Discussion of rights and responsibilities as a class.</p>	<p>I can recognise when someone is feeling proud and explain why. I can recognise when I feel proud and explain why.</p> <p>Task: Draw a picture of them and their proud moment.</p>	<p>affects how someone else feels. I know what a consequence is. I can share what a consequence for being unkind might be. I can recognise consequences that are in place in school/class.</p> <p>Task: Children to discuss what a consequence could be for being unkind, hurting others. Should there be a consequence?</p>	
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**MUSIC**

My Musical Heartbeat

**Social Question**

How can we make friends when we sing together?

**Key Vocabulary**

Beat, clap, short and long sounds, improvise, rap, pop, soul

High and low pitches, note, track, lyrics

Backing singers, chorus, compose, musician, tempo, clap back

**PE**

iExercise-Jungle

stretch, skip, dance, climb

strength, exercise, well-being, balance, control, resilience, rules

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Gymnastics

action, roll, jump, level, direction, speed, point, balance

<p><b>Computing</b> Computing Systems and Network- Technology around us</p> <p><b>Key Vocabulary</b></p>	<p><b>Pre-assessment:</b> Discussion about laptop computer. What is this? What can you do with it?</p>	<p><b>LO:</b> To know the parts of a computer and how to turn it on/off safely.</p> <p><b>STS:</b> I can name the main parts of a computer</p>	<p><b>Mid-point Assessment:</b></p> <p><b>LO:</b> To recognise how to use a computer mouse to click and drag objects on screen.</p>	<p><b>LO:</b> To know how a keyboard is used to type and save words.</p> <p><b>STS:</b> I can say what a keyboard is for</p>	<p><b>LO:</b> To know how to delete letters and edit my typing.</p> <p><b>STS:</b> I can open my work from a file</p>	<p><b>End of Unit Assessment:</b> Type dictated sentence and edit as necessary.</p> <p><b>LO:</b> To know how a computer is used to type</p>
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<p>Computer, mouse, trackpad, keyboard, screen, double-click, typing, digital, electronic, laptop, pointer, text box</p>	<p>LO: To recognise technology in the classroom and how it helps us.</p> <p>STS: I can explain technology as something that helps us I can locate examples of technology in the classroom I can explain how these technology examples help us.</p> <p>Task: Go on a hunt around the classroom for different types of technology in our classroom. Match up the pictures to the statements of how it helps us.</p>	<p>I can switch on and log into a computer I can use a mouse to click and drag.</p> <p>Learners will get to know the main parts of a desktop or laptop computer. They will practise turning on and logging in to a computer. The learners will apply their knowledge of the different parts of a computer, to complete a mouse-based task.</p> <p>Children to follow guidance step by step of how to turn on laptop, log on, and use mouse to control.</p>	<p>STS: I can use a mouse to open a program I can click and drag to make objects on a screen I can use a mouse to create a picture</p> <p>Explain that this program allows the user to draw images and make pictures using the mouse. Highlight the paint brush function, showing marks can be made by clicking and dragging.</p> <p>Demonstrate how to change the colour and thickness of the line, and create a simple pictures.</p> <p>Allow learners time to draw their own pictures. If learners are working with a partner, ensure both learners have the opportunity to explore the program and demonstrate their mouse skills.</p>	<p>I can recognise capital letters I can recognise the location of letters I can type my name on a computer I can save my work to a file</p> <p>Task: Learners will begin to use the computer keyboard for a purpose. They will understand that writing on a keyboard is called typing and will begin to demonstrate their ability to write their name. Learners will then save their work using the save icon and understand that this icon is used in lots of different programs.</p>	<p>I know the location of arrow keys and the delete/backspace key. I can use the arrow keys to move the cursor I can delete letters</p> <p>Task: Learners will begin by opening a file they have previously created. They will demonstrate their ability to use a keyboard to edit text, by writing a sentence and then deleting letters. They will also use the keyboard arrow keys to move the text cursor in their textbox.</p>	<p>words in a sentence, edit and save work.</p>
<p><b>DT</b> Mechanisms-Sliders and Levers</p> <p><b>Key Vocabulary</b> slider, lever, pivot, slot, bridge/guide, card, masking tape, paper</p>		<p><b>Pre-assessment:</b> How do you make things move? Discuss things that slide.</p> <p>LO: I can explore and evaluate an existing product.</p>		<p>LO: I can explain what a slider mechanism is.</p> <p>STS: I can measure and cut accurately to make a scene for my picture. I can fix a slider to the character that is going to</p>		<p><b>Mid-point Assessment:</b> Discussion: What is a slider? What makes a good slider?</p> <p>LO: I can say which material makes the best slider.</p>

<p>fastener, join pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>		<p>STS: I can look closely at books which have moving parts. I can say what parts move. I can explain what the moving part does. I can explain how it works. I can explain what effect it has. I can evaluate how well it works.</p> <p>Task: Each group will be given one moving book. They will explore the different pages in the book. They will then choose one page to focus on. They will answer the questions: What part of the picture moved? What does the moving part do? How does it work? What effect does it have? How well does it work?</p>		<p>move. I can assemble the scene and slider. I can use a slider to make a picture move.</p> <p>Task: Children work in pairs using the Gingerbread Man Slider Activity Sheet. They will use the background template. Children will need to decide which character they want to use to chase the Gingerbread Man. Pre-cut slider and characters.</p>		<p>STS: I can name different materials available. I can describe what a good slider needs to do. I can identify properties of materials eg bendy, smooth, thin. I can test how each material slides. I can say which material is best and why.</p> <p>Task: Chn investigate different materials through a pre-cut slit. To complete a table to evaluate.</p>
<p><b>Online Safety</b></p> <p><b>Two lesson to be taught at the start of the half term</b></p> <p><b>Online relationships</b></p> <p><b>Vocabulary: permission, technology, internet, considerate, kind, unkind, friends</b></p>	<p>L.O. To know when I should ask permission to do something online</p> <p>STS: Understand how to ask permission to use technology/do something online.</p> <p>Understand how to ask permission to do something that affects someone else online.</p> <p>Give examples of situations where permission must always be sought.</p>	<p>L.O. I can explain why it is important to be kind to people online and respect their choices</p> <p>STS: I understand what being considerate/kind means</p> <p>I can describe what someone might feel like if you were unkind to them</p> <p>I can describe ways in which I can try to be kind both offline and online.</p>				