

St Dennis Primary Academy

Year: 1

Term: Autumn 1

Curriculum Drivers



Big Question: What would you use to build a house?

Stunning Start:

Children will discover straw, sticks and bricks in the classroom and discuss what happened.

Fabulous Finish:

Create our own house using mixed media.

Real life experiences

Fieldwork around local area to record types of houses and buildings

Building a waterproof roof for a teddy bear

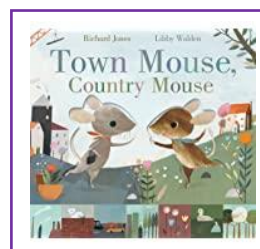
Build a den



English

RWI, Get Writing and Drawing Club

Book Study Text: Town Mouse, Country Mouse



Emotional Literacy:

Introduction to the Zones of Regulation

Wellbeing

Exercise through walking around the village

Learning how to use sensory materials to calm ourselves

Yoga



Mathematics:

White Rose Units:

Number: Place Value (within 10)

Number: Addition and Subtraction (within 10)

Geometry: Shape



Oracy

Physical: Speaking clearly and with expression whilst answering questions in Book Study

Linguistic: Using a range of persuasive techniques to persuade others which material is best for a roof

Cognitive: Summarising how Christians believed God created the world in RE

Social and Emotional: Actively listening and responding to questions in PSHE



Environment and Community

Recording daily weather

Learn what can be recycled



	Science 	Geography 	RE 	Computing 
Unit title:	Subject: Chemistry Unit: Everyday materials	Themes: Location, Human Features, Physical Features, Techniques Unit: Local Area	Theme: Christianity Unit: CREATION: Who did Christians say made the world? (Unit 7)	Area: Computing systems and networks Unit: Technology around us Natterhub: Balance It, Question It
Builds On:	Year: Reception Children explored different materials, discussed the textures of them and used them in model making activities.	Year: Reception Term: Summer 1 Unit: What's the best way to travel?	Year: Reception Term: Autumn 1 Unit: Why is the word 'God' so important to Christians? (Unit 1)	Reception: Children learnt about the need for safety around electrical items. Children learnt what to do if they feel worried or uncomfortable about a situation online.
Memory Master:	Sorting objects according to what they feel like.	Draw a simple route map of their journey to school, including significant landmarks e.g. Flatty and Pointy, the Garage etc.	Discussion with drawings about what Christians believe God created.	What do we know about technology? – discussion and class brainstorm
Lesson Sequence:	I can identify a variety of everyday materials.	I can describe features of a rural and urban environment	How might Christians describe the creator of the world?	I can identify technology.
	I can describe the physical properties of a variety of everyday materials.	I can identify and record the main features of the school grounds	What do Christians believe happened on each day of the creation?	I can identify a computer and its main parts.
	I can distinguish between an object and the material from which it is made.	I can identify and record the main features of the local area.	What do Christians believe about looking after the world? What might Christians want to say thank you for in the world?	I can use a mouse in different ways.
	I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	I can recognise some commonly used Ordnance Survey map symbols.	When do Christians say thank you to God for what he has made and given them? (Harvest)	I can use a keyboard to type.
	I can investigate the properties of different fabrics.	I can create a map of our local area, showing the key features.	Why do churches have stained glass windows of the creation?	To can use a keyboard to edit text.
	Show what you know	Show what you know	Why is the word 'God' so important to Christians? Show what you know.	I can create rules for using technology responsibly.
Composite:	Investigation to find a suitable material for a roof for a toy shelter.	A 3D labelled map, created as a class, of the local area.	Children design and create stained-glass windows for a new church to show each of the days of creation.	Children type and edit a simple piece of text.
Impact:	Children know and can identify the material from which an object is made and can name a variety of everyday materials. They know that everyday materials have different physical properties which can make it suitable for a purpose.	Children know and understand the terms rural, urban and settlement and recognise physical and human features. They can observations and understand the term land use. They understand symbols and name some Ordnance Survey Map symbols.	Children know that Christians believe that God created the universe, the Earth and everything in it are important to God. Also, that human beings should care for the world because it belongs to God and say thank you to God for creation.	Children can identify examples of technology (including computers) and explain how they can help us. They can describe what a keyboard and mouse are for and know how a computer stores work in files Give examples of rules to keep them safe and healthy when they are using technology in and beyond the home

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Techniques: Painting Artists: Paul Klee	Learning focus: Personal Unit: REAL Gym	Sport: Handball	Area: Structures Unit: Constructing a windmill
Builds On:	Year: Reception Term: Summer 2	Year: Reception Term: Spring 1 Unit: Foundation Unit 1	New this year	Year: Reception Term: Spring 1 Unit: Making animal homes
Memory Master:	Discussion about colours and colour mixing.	N/A	New this year	Discussion about structures they have created and how they made them strong.
Lesson Sequence:	Artist – I can recall the key features of Paul Klee's artwork.	Cog Personal – Stay on Task Warm-up games: At home Jungle Trip FUNS: Shape Travel Skill Application: Shape: Mirror mirror; Shape off, Hide and seek Travel: Tree hop, Jungle trip, Follow my leader	I can send a ball.	Research I can explain what a windmill does.
	Imitate – I can show control over mark making using a paintbrush.		I can move in different	Skills I can make a stable structure. I can puncture a hole. I can cut carefully. I can fold to make the shape of a structure.
	Experiment – I can mix primary colours to make secondary colours.		I can shoot at a target.	
	Plan – I can develop my ideas for my town painting.		I can know how to score.	Design I can design a windmill and label its components.
	Create – I can create my town painting using colour and shape.		I can move to make it difficult for opponents.	Make I can join parts of a structure to make a windmill.
	Evaluate – I can review and revisit my creation.		I can play safely.	Evaluate I can evaluate my structure. Show what you know
Composite:	Painting in the style of Paul Klee	Children will apply shapes and travel on the floor and apparatus.	Mini games of handball	Design and construct a windmill
Impact:	Children can colour mix to create secondary colours. They begin to control the types of marks made with paint. They begin to identify the difference between paints.	REAL PE – Personal Cog Children can follow instructions and practise safely. They can work on simple tasks independently.	Children can move fluently, changing direction and speed easily and avoiding collisions. They show control of the ball with basic actions – including sending a ball/equipment to a target. They shoot successfully at a goal or target. They recognise space in games, using it to your advantage, and playing in a safe way.	Children can identify features that would appeal to the client and make stable structures with axles.

	PSHE 	PSHE 	PSHE (Special Week) 	Music 
Unit title:	Brook Learn 1 Unit: Welcome to school	Brook Learn 2 Unit: Emergencies and getting help	Theme: Stay Safe Week	Unit: Rhyming in Time
Builds On:	Year: Reception – Learning about rules	Year: Nursery – People who help us	New learning	Year: Reception Term: Summer Unit: Our World
Memory Master:	Discussion about rules and why they think we have them.	Discussion about people who help us in the community.	N/A	Discuss which songs they have learnt in Reception and any instruments they played.
Lesson Sequence:	I can explain what positive behaviour is and why it is important.	I can understand what to do in an emergency.	I can explain how to keep safe beside the sea.	I can move in time with the beat.
	I can understand how rules keep us safe.		I can role play staying safe at the beach.	I can chant, rap and sing using different voices.
	I can identify who the adults are in school and how they help us.			I can use an instrument to play to the beat.
Composite:	Create an image to show what we need to be happy and healthy.	Create a poster showing what number to call in an emergency and the services available.	In teams, create images showing how to keep safe beside the sea.	Learn the song Dancing Dinosaurs.
Impact:	Children will be confident about the roles of staff within school and know the Golden Rules.	Children will know how to safely get help in an emergency and care for themselves and others.	Children will be able to make informed choices about their safety when visiting a beach.	Children will be able to find the pulse to a song and learn to sing a song.