

St Dennis Primary Academy

Year: 1

Term: Autumn 1

Curriculum Drivers



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

**Stunning Start:** The children will discover straw, sticks and bricks in the classroom and discuss what happened.

**Fabulous Finish:** Create a house using everyday materials that a wolf wouldn't be able to blow down

### Real life experiences

Fieldwork around local area to record types of houses and buildings

Building a waterproof roof for a teddy bear



### English

RWI, Get Writing and Drawing Club

Book Share/Storytelling Text: The Three Little Pigs

Book Study Text: Town Mouse, Country Mouse



### Assembly Theme:

Courage

### Emotional Literacy:

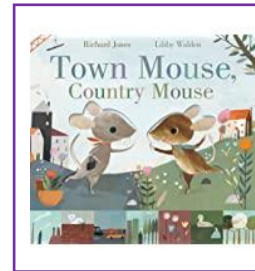
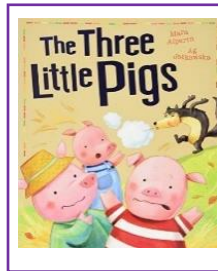
Introduction to the Zones of Regulation

### 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 retelling The Three Little Pigs

**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





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











### Environment and Community

Geography fieldwork - Visiting our local area and recording different types of houses and buildings



	Science 	Geography 	RE 	Computing 
<b>Unit title:</b>	<b>Subject:</b> Chemistry <b>Unit:</b> Everyday materials	<b>Themes:</b> Location, Human Features, Physical Features, Techniques <b>Unit:</b> Local Area	<b>Theme:</b> Christianity <b>Unit:</b> CREATION: Who did Christians say made the world? (Unit 7)	<b>Area:</b> Computing systems and networks <b>Unit:</b> Technology around us <b>Natterhub:</b> Balance It, Question It
<b>Builds On:</b>	<b>Year:</b> Reception Children explored different materials, discussed the textures of them and used them in model making activities.	<b>Year:</b> Reception <b>Term:</b> Summer 1 <b>Unit:</b> What's the best way to travel?	<b>Year:</b> Reception <b>Term:</b> Autumn 1 <b>Unit:</b> Why is the word 'God' so important to Christians? (Unit 1)	<b>Reception:</b> 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.
<b>Memory Master:</b>	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
<b>Lesson Sequence:</b>	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.
<b>Composite:</b>	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.
<b>Impact:</b>	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 
<b>Unit title:</b>	<b>Techniques:</b> Drawing and painting <b>Style and Period:</b> Abstract 20 <sup>th</sup> C Modern artist and architect 20 <sup>th</sup> C <b>Artists:</b> Piet Mondrian, Friedensreich Hundertwasser	<b>Learning focus:</b> Personal <b>Unit:</b> REAL Gym	<b>Unit:</b> Football	<b>Area:</b> Structures <b>Unit:</b> Constructing a windmill
<b>Builds On:</b>	<b>Year:</b> Reception <b>Term:</b> Summer 2 <b>Unit:</b> Foundation Unit	<b>Year:</b> Reception <b>Term:</b> Spring 1 <b>Unit:</b> Foundation Unit 1	Football as a sport is new in Year 1.	<b>Year:</b> Reception <b>Term:</b> Spring 1 <b>Unit:</b> Making animal homes
<b>Memory Master:</b>	Discussion about colours and colour mixing.	N/A	N/A	Discussion about structures they have created and how they made them strong.
<b>Lesson Sequence:</b>	I can make marks and patterns using graded pencils and graphite (2b - 9b).	<b>Cog</b> Personal – Stay on Task <b>Warm-up games:</b> At home Jungle Trip <b>FUNS:</b> Shape Travel <b>Skill Application:</b> Shape: Mirror mirror, Shape off, Hide and seek Travel: Tree hop, Jungle trip, Follow my leader	I can move into space.	<b>Research</b> I can explain what a windmill does.
	I can explore the use of graded pencils and graphite to create line, pattern and texture		I can move with a ball and without a ball.	<b>Skills</b> 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.
	I can draw and colour different designs of buildings using Hundertwasser for inspiration		I can roll, kick and carry a ball.	<b>Design</b> I can design a windmill and label its components.
	I can create a colour wheel by mixing primary colours to make secondary colours.		I can stop a ball.	<b>Make</b> I can join parts of a structure to make a windmill.
	I can paint a composition neatly, keeping inside the lines.		I can change directions when moving.	<b>Evaluate</b> I can evaluate my structure. Show what you know
<b>Composite:</b>	Exploration of drawing techniques with graded pencils. Painted colour wheels and compositions in the style of Piet Mondrian.	Children will apply shapes and travel on the floor and apparatus.	Children will play a game of 1 v 1 sliding / rolling beanbag or ball over opponents' line.	Design and construct a windmill
<b>Impact:</b>	Children will be able to identify primary and secondary colours. They will be able to recognise and name some graded pencils.	REAL PE – Personal Cog Children can follow instructions and practise safely. They can work on simple tasks independently.	Children can explore different ways to use and move with a ball. They show control of a ball with basic actions. Send/ pass a ball and successfully catch/stop a ball. They move fluently, changing direction and speed. They use skills in different ways when playing games. They recognise space in games and use it to their advantage.	Children can identify features that would appeal to the client and make stable structures with axles.

	PSHE 	PSHE 	PSHE (Special Week) 	Music 
<b>Unit title:</b>	<b>Brook Learn 1</b> Unit: Welcome to school	<b>Brook Learn 2</b> Unit: Emergencies and getting help	<b>Theme:</b> Stay Safe Week	<b>Unit:</b> Rhyming in Time
<b>Builds On:</b>	<b>Year:</b> Reception - Learning about rules	<b>Year:</b> Nursery - People who help us	New learning	<b>Year:</b> Reception <b>Term:</b> Summer <b>Unit:</b> Our World
<b>Memory Master:</b>	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.
<b>Lesson Sequence:</b>	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.
				I can compose a beat.
<b>Composite:</b>	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.
<b>Impact:</b>	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.