Big Question: Can you find me?
Year 1 Autumn 1 2023

Science
Intent: To learn about weather and temperature associated with each season.

SEQUENCE OF LESSONS
1. To describe changes across the four seasons
2. To observe and understand how a tree changes across the four seasons
3. To use a thermometer to measure hot and cold
4. To describe weather associated with the seasons
5. To observe weather associated with the seasons
6. To take part in an experiment to find out where puddles go

Key Vocabulary: weather and seasons vocabulary, thermometer, weather forecast, temperature, UK

Impact: Know the names of the four seasons and associated months. Able to describe weather associated with each season.

Geography
Intent: To understand where I fit into the world.

SEQUENCE OF LESSONS
KEY QUESTION: Can you find me?
1. To locate the river and my street on a map of Fowey and surrounding areas. To make a plan of my house.
2. To locate where I live on a map of Fowey and surrounding areas
3. To locate our school on a map of Fowey. To use simple directional language.
4. To locate Fowey on a map of Cornwall, Cornwall on a map of England and England on a map of the UK.
5. To name the four countries of the UK and their capital cities.
6. To locate the seas and oceans around the UK on a map.

Key Vocabulary: Fowey, River Fowey, Polruan, Par, Cornwall, UK countries and surrounding seas and oceans

Impact: Know the name of my town, county and country and the names of the countries in the UK and surrounding seas and oceans.

DT
Intent: To select the equipment and materials I need to weave (Kapow EYFS unit – Yr 1 focus on selecting materials and finish)

SEQUENCE OF LESSONS:
1. To look at examples of weaving and talk about them. To thread and weave. To select materials.
2. To paper weave (to focus on the finish of each weave)
3. To sew with hessian (demonstrate independence)
4. To design a bookmark (select materials and consider finish)
5. To create a bookmark
6. To evaluate a bookmark

Key Vocabulary: thread weave pinch push pull through under over up down pattern

Impact: Designed, woven and evaluated a book mark.

RE
Intent: Learn to re-tell the Christian creation story and explore how this influences how Christians behave towards nature and the environment

SEQUENCE OF LESSONS:
1. To describe how it feels to have created something.
2. To express an opinion about the Christian creation story.
3. To remember the Christian creation story.
4. To think about what God would want for the world.
5. To understand why God would want Christians to look after the world.

Key Vocabulary: God, Christians, Bible, creation, care and respect, environment

Impact: Re-tell the Christian creation story and know how some people care for the environment

PSHE
Intent: To feel safe and special and to understand that everyone has a right to learn.

SEQUENCE OF LESSONS:
1. To talk about place I feel safe and special
2. To understand the rights and responsibilities as a member of my class
2. To try and make our school community a better place
3. To think about everyone's right to learn
4. To care about other people's feelings
5. To work well with others and choose to follow the charter
6. To recognise how the choices I make can protect the environment in school

Key Vocabulary: Rights and responsibilities, Learning Charter, Consequences, rewards, belonging, feelings

Impact: Follow the charter and school/class rules. Demonstrate the school values including being ready to learn, care and respect.

Computing
Intent: To use a computer safely and to explore Purple Mash

SEQUENCE OF LESSONS:
1. To understand how to login, navigate and log out of Purple Mash
2. To understand how to find save work in a folder
3. To understand how to use a writing template in Purple Mash
4. To explore the tools area of Purple Mash
5. To sort items using a range of criteria
6. To sort items on the computer using the grouping activities on Purple Mash

Key Vocabulary: alert, device, my work area, avatar, file name, log out, notification, private, button, icon, menu, password

Impact: Use a computer safely (passwords and equipment) and be familiar with some areas of PM

PE
Intent:
Games work on key basic games skills
Gymnastics – first gym unit. Explore space safely, utilise points and patches and incorporate shape.

SEQUENCE OF LESSONS:
Games
1. To be able to develop spatial awareness whilst moving in different directions.
2. To be able to maintain balance whilst reacting quickly to commands.
3. To be able to move in different directions whilst handling a ball.
4. To be able to develop control and accuracy when rolling a ball.
5. To be able to underarm throw with control and accuracy.
6. To be able to send and receive a bouncing ball whilst positioning body correctly.
Gymnastics
1. To be able to explore space safely.
2. To be able to use space effectively using agility, balance and coordination skills.
3. To be able to balance using different parts of the body.
4. To further develop balances and the skills of balance.
5. To explore a range of points and patches.
6. To be able to stretch, tuck and roll using a variety of shapes.

Key Vocabulary:
Games: agility, balance, coordination) Basic balls skills (rolling, bouncing, catching).
Gym: tall, small, wide and flat shapes, balance, space, different rolls

Impact:
Games: use key skills in games
Gym: use space safely, know how to balance and the names of shapes

Music
Intent: To identify beat and rhythm (Charanga)

SEQUENCE OF LESSONS
Key learning across the 6 lessons -
1. How to move in time with a steady beat/pulse.
2. To copy back simple long and short rhythms with clapping.
3. To copy back singing simple high and low patterns.
4. To understand and demonstrate the difference between pulse, rhythm and pitch.

Key Vocabulary: listening Finding a steady beat Copy-back Improvisation Singing Pulse/beat Rhythm Pitch Tempo Dynamics

Impact: Move in time to a steady beat and find the pulse through movement.