

Y1

Autumn
THEME:
Fantastic
Farming



**Spiritual, Moral, Social and Cultural
Development:**

Personal, Social, Health and Emotional Development:

- Class/school codes of conduct: fair/unfair; kind/unkind; right/wrong; listening; shoring - co-operative play; negotiation to resolve issues; school council.
- Shropshire Respect Yourself RSE: Amazing me; Same but different; animals and their babies.
- Say No to Bullying

RE:

RQ13, 10 & 14 How does a religious belief guide and influence? - relate to harvest Festival, Christmas. Where do you like to go? Why are some places special? Places of worship - church - how is it used? Features. Explore an alternative place of worship (school trip)

RE: RQ14: Why celebrate? How does a religious belief guide and influence?- CHRISTMAS. Incarnation (UC): Why do Christians perform nativity plays at Christmas? 1.3 Why does Christmas matter to Christians?

PE:

Multi-skills

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending

Gymnastics Dance - growing, animal movements

- perform dances using simple movement patterns.

Knowledge and understanding of the world (humanities):

Acton Scott working farm visit

History

- Farmhouses and farming- beyond living memory and today (u2)
- Consider similarities and differences in farming methods and farming lifestyles/ routines/ equipment used here and in a different culture

Geography

Seasons and Weather

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Creative development

DT Vehicles (2a) - Explore, design, make and evaluate a simple farming vehicle.

Cooking and Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Art

Still Life - Van Gogh (sunflowers) springboard to Mother Nature collage using seeds, pulses, tissue paper and natural materials (2b)

Music

Feel the pulse (U4)

High/low, fast/slow, loud/soft, short/long

Prokofiev, Peter and the Wolf

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

As scientists will focus on:

Plants - link to farming (1b2b)

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. **Which is the most common plant in the school garden - daisies or dandelions? Displays results using simple diagrams and writing.**
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Where do beans grow best? (soil, sand, no soil, paper towel) If you plant the seed upside down what will happen?**

Communication, language and Literacy:

- As appropriate to pupil progress - see expectations for year group
- Letters and Sounds progression
- Foundation Stage Curriculum
- Stories with familiar settings - Farmer Duck, Martin Waddell. Multi-Cultural farming story
- Recounts (fact and fiction) - trip to Acton Scott
- Information
- Really Looking Poetry (Science link)
- Labels, lists, captions

Mathematical Development:

- Appropriate to pupil progress - see expectations for year group
- Foundation Stage Curriculum

Role Play Focus:

- 2. At the vets
- 1. At the Nursery/farm shop

Construction Focus:

- Vehicles, making farm vehicles

Art Focus:

- - Still life and Collage

As experts in Computing we will use:

- Basic skills- glide pad control, logging on etc,
- Using technology safely and respectfully: keeping personal information private; identify where to go for help and support (concerns about contact/content). ESafety. Acceptable Use Policy
- Y1 - 1.3: We are painters. EY 22: We are creative Representing information graphically (1E, 2E) (Revelation Natural Art/Purple Mash) - begin to explore storing and retrieving.
- Purposefully create and organise 2 simple written communication tools - - begin to explore storing and retrieving.
- Modelling simulations for science- farming simulations, growing plants - explore and make choices (1A)
- Recognise common uses of IT beyond school e.g. museums
- Y1 1.1 We are treasure hunters - Beebots linked to school grounds and school map. Control. Making things happen. Programmable toys, sequence of instructions - using large grid map of a farm, program a Beebot to different locations (use 2go) (1F, 2D) EY16 We can count