English

Learning Journey 1:

Text: *Q Pootle 5* by Nick Butterworth

Outcome: A list of things that Q Pootle 5 might need to bring to Z Pootle 6's party.

Speaking and Listening Outcome: Hot seating – What will Q pootle bring?

Learning Journey 2:

Text: *The Smartest Giant in Town* by Julia Donaldson

Outcome: Write a thank you letter to George the Giant from one of the animals

Speaking and Listening Outcome: Individually read aloud our letters from the animals.

PE

Gymnastics– Show basic balance, control and co-ordination when travelling and remaining still. Choose and link actions; remember and repeat accurately and consistently; find and use space safely, Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. Describe how balance and coordination is involved in linking their movement phrases and the importance of a strat and finish.

Cooperative Games – Play simple versions of attacking and defending games, collaboratively; choose a small range of basic skills and ideas. Describe some basic rules and the way to score.

Dance – Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance.. Describe basic body actions and simple expressive and dynamic qualities of movement.

Athletics: Run at fast, medium and slow speeds, changing speed and direction, link running and jumping activities with some fluency, control and consistency. Create and repeat a short sequence of linked jumps, take part in a relay activity, remembering when to run and what to do; send a variety of objects, changing their accuracy and distance. Compare running, sending and jumping and understand how to measure and attempt to improve on previous performance.

Maths –

Previous Reception experiences and counting within 100

Comparison of quantities and part-whole relationships

Numbers 0 to 5

Animals: How animals survive (7 sessions)

Chapter 1: Feeding for survival

Animals need food to survive; it gives them energy to move and material to grow. Animals are all different and so eat different foods, some eat other animals (carnivores) and others only eat vegetables (herbivores).

Chapter 2: Moving for survival

Animals have to get their food so they have to move to where it is, which means they have to move in different ways depending upon where their food is. Animals that eat other animals have to hunt them (predators) animals that are hunted are prey.

Chapter 3: sensing for survival

Animals use their senses to detect where their food is and if there are any predators around, animals have different ways of avoiding being eaten e.g. camouflage, protection and moving away fast.

Science – Materials, their properties and why we choose materials to do jobs (Toys and Clothing) (6 sessions)

The big idea about materials.

- There are many different materials that have different describable and measurable properties.
- Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass).
- The properties of a material determine whether they are suitable for a purpose.

Exploring materials and their properties.

- These ideas are explored through testing materials to see if they are appropriate for particular jobs.
- Explore main groups of materials and investigate their important properties (strength, flexibility, waterproofness, absorbency, softness, slippiness, stretchiness, brittleness)

Link to text drivers – New coat for the giant, A toy boat for Bunting, A helmet for the man on the moon etc…

Year 1: Autumn Term – Toys

What do you see when you look at me?

Visit: Milestones Museum – History focus

History – Toys – To know about changes in living memory.

- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should use a wide vocabulary of everyday historical terms.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Geography – Seasonal change

- Ask questions about the weather and seasons.
- Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.
- Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.
- Use basic geographical vocabulary to refer to key physical features: season and weather.

RE – Thanking and Incarnation

Concept: Thanking

Context Harvest and Sukkot (Harvest pack)

Contextualise

Recognise ways that Christians and Jews show thanks at Harvest and Sukkot

Concept: Incarnation

Context: Why does Christmas matter to Christians?

Light as a symbol at Hannukah

Explain what they have to be thankful for at Christmas and make links to Christians' beliefs about Christmas

Design and Technology

RE: Design and make a Sukkah for playmobil family.

History: Toys – Explore how moving objects work.

Generate: Investigate products and describe how they work.

Design: Plan by suggesting what to do next as ideas develop.

- Communicate ideas using a variety of methods, including drawing and models.
- Develop ideas by shaping materials and putting together components.
- Describe the materials used to make the structure.

Make a simple structure strengthening it by folding, joining and/or rolling.

- Measure and mark out the materials that are needed.
- Use safe ways of cutting including using a saw.

Evaluate: Talk about their own and others' work, what they like and dislike.

Technical Knowledge: Build structures exploring how they can be made stronger, stiffer and more stable.

Music – Rhythm Games

- Listening and responding to music games
- **Harvest Performance opportunity** – Harvest Service in Romsey Abbey
- **Singing** – The owl and the pussy cat went to sea (Musicnotes) – the children sing the Edward Lear Poem using their voices expressively. Children come up with ideas for places in the song where we could change the dynamics
- **Listening** – Leopold Mozart "Toy Symphony" Allegro
- Children spot how many different toys they can hear / imagine in the music
- **Playing percussion instruments** – the children explore which instruments make long sounds and which make short sounds – relate these to toys
- **Christmas Production** – Performance opportunity– to perform the Christmas play to KS2 and to parents. Children learn how to use their voices in different ways to create different types of music and emotions – lullaby – celebratory etc

PSHE (Jigsaw)

Being me in my world

Celebrating difference

Art – Drawing (artist link andy Warhol/Picasso/Frida Kahlo)

Explore a variety of ways to create self-portraits using a range of drawing tools

- observe anatomy,
- extend the variety of drawing tools,
- explore different textures,
- observe and draw landscapes

Computing – Programmable toys

Understand what algorithms are.

Create simple programs

https://www.bbc.co.uk/teach/class-clips-video/computing-ks1--ks2-programming-a-robotic-toy-car/zb2mhbk