

Year 1 Foundation Curriculum – Autumn Term Overview

Key Concepts: Local Area, Weather, Sustainability

<p>Religious Education 1 Philosophy</p> <p>Key questions: What do my senses tell me about the world of religion?</p> <p>Vocabulary: Sense, religion, worship, belief, shrine, mantra, puja, murti</p>		<p>History Then and Now Toys Through Time</p> <p>Key Questions: How do we know this toy is old? When was it made? How do you know? What differences are there between our grandparents' toys and our toys? How have toys changed since when we were babies? How have toys changed over time? What are the similarities and differences?</p> <p>Vocabulary: Past, now, old, new, different, wood, metal, electricity, batteries, materials</p>		<p>Religious Education 2 Human and social science</p> <p>Key questions: How does a celebration bring a community together?</p> <p>Vocabulary: Celebration, religion, Christian, Christmas, community, Easter, Eid, festival</p>		
<p>Computing Computing systems and networks Technology around us</p> <p>Children develop keyboard and mouse skills and consider how to use technology responsibly.</p> <p>Creating media Digital painting</p> <p>Children learn how to paint on computers using different tools.</p>		<p>Geography Local Area and Environmental Study</p> <p>Key Questions: What are the counties and capital cities of the UK? What are the features of an island? What are the key human and physical geographical features in my local area? What impact are humans having on the local environment? How has the local environment changed over the last few years? What are the key features of a map? What are the similarities between a city, town and village? What are the advantages and disadvantages of living in a big city? How do you know if your local area is a city, town or village? Vocabulary: Ariel view, compass, city, environment, harbour, high street, key, local area, map, river, route, town, shops, symbols, village</p>		<p>Design Technology Upcycling to create a toy</p> <p>Key Questions: How can we reuse single use plastic? What does single-use plastic mean? What are the properties of plastic? Vocabulary: upcycling, plastic, single-use, multi-use, recycle, reuse, waste, disposable, make, draw, cut, shape, build, tool, design, finish, Join, strengthen</p>		
<p>PHSE 1 Relationships: Ourselves & Others</p> <p>Key question: Who is special to us?</p>	<p>PHSE 2 Health & Wellbeing: Being Healthy</p> <p>Key question: What helps us stay healthy?</p>	<p>MFL French</p> <p>In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.</p>		<p>Physical Education 1</p> <p>Indoor – Gymnastics – floor based, mats</p> <p>Outdoor - Multi skills – ball skills and point scoring</p>	<p>Physical Education 2</p> <p>Indoor - Yoga</p> <p>Outdoor – Multi skills – throwing and catching</p>	
<p>Music Adding rhythm and pitch</p> <p>How does music tell stories about the past?</p>	<p>Science Materials</p> <p>Key Questions: Which material would make the best...? Is a toy always made of wood? What is similar, what is different?</p> <p>Vocabulary: Object, material, wood, plastic, glass, metal, water, rock, paper, fabric, rubber, wool, hard, soft, stretchy, bendy, waterproof, shiny, absorbent, rough, smooth</p> <p>Scientific working procedural knowledge: Observe, compare, sort & organise, predict, experiment, conclude, apply</p> <p>Longitudinal study on seasons</p>		<p>Art Artist Focus: William Morris</p> <p>Children will know about the work and styles of William Morris and understand the historical and cultural development of their art forms.</p> <p>Key questions: Drawing What do you observe about items from nature? How does line and shape create the object? How does the detail differ from observational drawing and that in the fabric?</p> <p>Printing How can you make the line thicker/thinner?</p> <p>Evaluation How would you develop ideas further through discussion? Can you reflect on your finished piece? Is this what you intended? What did you find difficult?</p> <p>Vocabulary: Tone, light/dark, observation, line, form, Printing block, Ink, Brayer, Design, Transfer, Repeating pattern</p>			
<p>Music Exploring Symbols to Notate Music</p> <p>Key Questions: What type of voice should we use for a lullaby? If you were a sailor on a ship, would you use a loud or quiet voice?</p> <p>Vocabulary: Melody, lyrics, pitch expression, dynamics, loud, quiet</p>		<p>Science Materials</p> <p>Key Questions: Which material would make the best...? Is a toy always made of wood? What is similar, what is different?</p> <p>Vocabulary: Object, material, wood, plastic, glass, metal, water, rock, paper, fabric, rubber, wool, hard, soft, stretchy, bendy, waterproof, shiny, absorbent, rough, smooth</p> <p>Scientific working procedural knowledge: Observe, compare, sort & organise, predict, experiment, conclude, apply</p> <p>Longitudinal study on seasons</p>		<p>Art Artist Focus: William Morris</p> <p>Children will know about the work and styles of William Morris and understand the historical and cultural development of their art forms.</p> <p>Key questions: Drawing What do you observe about items from nature? How does line and shape create the object? How does the detail differ from observational drawing and that in the fabric?</p> <p>Printing How can you make the line thicker/thinner?</p> <p>Evaluation How would you develop ideas further through discussion? Can you reflect on your finished piece? Is this what you intended? What did you find difficult?</p> <p>Vocabulary: Tone, light/dark, observation, line, form, Printing block, Ink, Brayer, Design, Transfer, Repeating pattern</p>		