

History

To appreciate that some famous people have helped our lives be better today

I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.

I can answer questions using an artefact/ photograph provided.

Geography

To say what they like about their locality

To sort things that they like and don't like

To answer some questions using different resources, such as books, the internet and atlases

To think of a few relevant questions to ask about a locality

To describe a locality using words and pictures

To name key features associated with a house, detached house, semi-detached house and terraced house

I can name different jobs that people living in my local area might do

To tell someone their address

To explain how the weather changes with each season.

Computing

I follow the school's safer internet rules – to be covered every term

I use a password to access a secure network.

use the search engines agreed by the school.

I can begin to use a range of devices

I can use a camera.

I can capture images

I can record sound and play it back.

RE

Explore the preparations for and celebration of festivals

Ask questions about different religious customs and traditions

Science

All working scientifically skills

I distinguish between an object and the material it is made from.

I know the materials that an object is made from.

I know the difference between wood, plastic, glass, metal, water and rock.

I know about the properties of everyday materials.

I group objects based on the materials they are made from.

Recognise and name different light sources and distinguish between bright colours and light sources

I know that I need light in order to see.

Curriculum Content - Year 1

Skill coverage



Autumn 2 Big Question:

Why should the Troll live in Lichfield?

Enrichment Opportunities

Visit to Lichfield.

Storytelling at the Crib—Cathedral

Virtual Author Visit

DT

I can describe how something works.

I can talk with others about how I want to construct my product.

I can make a product, which moves.

I can say why I have chosen moving parts.

I can talk about my own work and things that other people have done.

I can explore the use of wheels and axles

PSHE

To learn about situations when someone's body or feelings might be hurt and whom to go to for help.

To learn what it means to keep something private, including parts of the body that are private.

To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses, and punches)

To learn how to respond if being touched makes them feel uncomfortable or unsafe

To know when it is important to ask for permission to touch others/how to ask for and give/not give permission

To know how to respond safely to adults they don't know

Art

I can choose to use thick and thin brushes as appropriate.

I can draw using pencil and crayons.

I can draw lines of different shapes and thickness, using 2 different grades of pencil.

I can describe what I can see and like in the work of another artist.

I can ask sensible questions about a piece of art.

Music

I know how to use my voice to speak, sing and chant.

I know when to join in with singing.

I know how to follow instructions about when to play and sing and when to stop.

I can look at the audience when I am performing.

I know that the chorus keeps being repeated in a song.

I can recognise repeated patterns in music.

I know how to make different sounds with my voice.

I can respond to music through movement.

PE

I can make my body curled, tense, stretched and relaxed.

I can control my body when travelling and balancing.

I can copy sequences and repeat them.

I can roll, curl, travel and balance in different ways.

Maths - Areas of Learning

Measures (Length)

Fractions

Multiplication Time (Days/months)

Division 2D shapes

English - Reading - Texts

The Lonely Christmas Tree Mrs Armitage on Wheels

'November Night Countdown' - poem

Firework instructions

Billy Goat's Gruff

English - Writing Opportunities

Poem

Simple sentences

Compound sentences

Descriptions

Retelling

History

King James, Guy Fawkes and Houses of Parliament.

Sequence the events and discuss the importance of Bonfire Night.

Gunpowder Plot

DT

Vehicles (Wheels and axles)

Curriculum Content - Year 1

What does this look like in the classroom?



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Science

Everyday Materials

Charles Mackintosh—inventor

Forces (pre-learning)

Light (pre-learning)

PSHE

Safe Relationships

Recognising privacy; staying safe; seeking permission

Staying safe—Bonfire night rules.

Kindness

PANTS rule

Computing

Technology in school

Computer Science and Programming

Digital Literacy

E-Safety

Information Technology and Handling Data

Different types of technology

Digital painting and Image capture

Geography

Local area—Lichfield People's Jobs

Map work Types of houses

Music

Singing skills—Carols by Candlelight performance

Moving to music

PE

Dance

Copying dance moves Creating a dance sequence

Art

Drawing Leonardo Da Vinci

Roger Hargreaves

RE

The story of Christmas

Artefacts used in a Christian worship

Hinduism—Diwali