

## Half termly Curriculum Coverage

### Year 1 – Autumn 1

<u>Subject</u>	<u>Objectives</u>	<u>Subject</u>	<u>Objectives</u>
<b>Science</b>	<p style="text-align: center;"><b><u>Working Scientifically</u></b></p> <p style="text-align: center;"><i>Ask simple questions and recognise that they can be answered in different ways</i>  <i>Use simple equipment to observe closely</i>  <i>Perform simple tests</i>  <i>Identify and classify</i>  <i>Use observations and ideas to suggest answers to questions</i></p> <p style="text-align: center;"><b><u>Plants</u></b></p> <p style="text-align: center;"><i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i>  <i>Identify and describe the basic structure of a variety of common flowering plants, including trees</i></p> <p style="text-align: center;"><b><u>Seasonal Changes</u></b></p> <p style="text-align: center;"><i>Observe changes across the 4 seasons</i>  <i>Observe and describe weather associated with the seasons and how day length varies.</i></p>	<b>D&amp;T</b>	<p style="text-align: center;"><b><u>Cooking and Nutrition</u></b></p> <p style="text-align: center;"><i>Talk about what he/she eats at home and begin to discuss what healthy foods are</i>  <i>Say where some food comes from and give examples of food that is grown</i>  <i>Use simple tools with help to prepare food safely</i></p>
<b>Art</b>	<p style="text-align: center;"><b><u>Learning</u></b></p> <p style="text-align: center;"><i>Use artwork to record ideas, observations and experiences.</i>  <i>Experiment with different materials to design and make products.</i>  <i>Explain what he/she likes about the work of others</i>  <i>Know the names of tools, techniques and elements that he/she uses.</i></p> <p style="text-align: center;"><b><u>Techniques</u></b></p> <p style="text-align: center;"><i>Use a variety of tools including pencils, rubbers, crayons, pastels, felt-tips, charcoal, chalk and other dry media</i>  <i>Make structures by joining simple objects together</i>  <i>Cut, glue and trim material to create images from a variety of media</i></p>	<b>Geography</b>	<p style="text-align: center;"><b><u>Knowledge and understanding of patterns and processes</u></b></p> <p style="text-align: center;"><i>Describe seasonal weather changes</i></p>

## Half termly Curriculum Coverage

### Year 1 – Autumn 1

<u>Subject</u>	<u>Objectives</u>	<u>Subject</u>	<u>Objectives</u>
<i>Computing</i>	<p><b><u>Problem Solving</u></b></p> <p>To understand <b>algorithms</b> as <b>sequences</b> of instructions in everyday contexts.</p> <p>To write a series of instructions and test if they work</p>	<i>History</i>	<p><b><u>Not this term</u></b></p>
<i>RE</i>	<p><b><u>The Christian Creation Story</u></b></p> <p><b>Communicate:</b> To talk about their own response to these concepts.  <b>Apply:</b> To identify how their response relates to their own lives.  <b>Enquire:</b> To identify and talk about key concepts studied that are common to all human experience (non-religious and religious experiences)  <b>Contextualise:</b> To recognise that the concept is significant to/ expressed in the practices of the religion studied  <b>Evaluate:</b> To evaluate the concepts by talking about their importance to believers in simple terms, and by identifying an issue raised</p>	<i>PSHE</i>	<p><b><u>Relationships</u></b></p> <p>To recognise, name and deal with feelings in a positive way            To think about themselves, learn from their experiences and recognise what they are good at</p> <p><b><u>Living in the wider world</u></b></p> <p>To explain different ways that family and friends should care for one another.</p>
<i>MUSIC</i>	<p><b><u>Singing</u></b></p> <p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p><b><u>Performing</u></b></p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p><b><u>Playing</u></b></p> <p>Play untuned instruments</p>	<i>PE</i>	<p><b><u>real PE: Floor Movement Patterns &amp; Static Balance</u></b></p> <p><b>Physical skills:</b> To perform a single skill or movement with basic control and coordination. To link two movements together.  <b>Personal skills:</b> To follow instructions, practise safely and work on simple tasks by myself. To ask for help when appropriate.</p> <p><b><u>Dance:</u></b></p> <p>Copy and explore basic body actions and movement patterns            Select movements to create own dance phrases with beginnings, middles and ends</p>