

TOPIC CURRICULUM PLANNING – AUTUMN

Year Groups: 1	Term: Autumn	Theme: Wild Things
Curriculum Objectives		Links to English and Maths
<p>Art objectives:</p> <ul style="list-style-type: none"> • To use sponge printing as a technique for creating a ‘wild thing’ shape • To cut, glue and trim material to create images from a variety of media • To use art work to record observations • To use a variety of tools including pencils, rubbers, pastels and watercolours <p>DT objectives:</p> <ul style="list-style-type: none"> • To use simple tools with help to prepare food safely • To use the ‘bridge hold’ • To join components using split pins <p>Science objectives:</p> <ul style="list-style-type: none"> • To suggest a question about plants and a way to answer it • To know what a seed needs to be able to grow • To identify and name a variety of common wild plants / garden plants • To identify and name a variety of deciduous and evergreen trees • To observe and describe weather associated with the seasons (daily) • To identify and describe the basic structure of a variety of common flowering plants • To use simple equipment to observe closely • To use observations and ideas to suggest answers to questions • To begin to explain how plants are alive • To identify, name and label the basic parts of the human body • To understand that we hear sounds with our ears and that hearing is one of our senses • To say which part of the body is associated with each sense <p>PSHE objectives:</p> <ul style="list-style-type: none"> • To recognise, name and deal with feelings in a positive way • To show responsible behaviours and actions <p>RE objectives</p> <ul style="list-style-type: none"> • To reflect on something I have created • To find out where Christians think the world came from • To recognise different ways people treat the world • To reflect on the Christmas story and decide what gifts would be meaningful for Jesus <p>Computing:</p> <ul style="list-style-type: none"> • To understand that goals can be achieved by following a sequence of steps • To use technology purposefully to present data and information 		<p>English:</p> <ul style="list-style-type: none"> • To recall repeated phrases ‘terrible teeth, terrible eyes, terrible claws’ (speaking & listening) • To ask / answer questions • To write instructions / sentences • To label a diagram • To listen carefully and describe observations <p>Maths:</p> <ul style="list-style-type: none"> • To gather and record data to help in answering questions • To sort pictures into two groups • Measuring • To cut food into halves and quarters • To recall odd/even numbers

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Lesson	Subject/s	Success Criteria/Assessment	Lesson	Subject/s	Success Criteria/Assessment
1	Art	I can use scissors accurately and safely to collage a 'Wild Thing'. I can use glue to stick one material to another. I can use descriptive phrases (terrible teeth, terrible eyes, terrible claws') in my design.	10	PSHE	I can tell when I'm feeling worried or anxious. I can explain some things that help me stop worrying.
2	Science	I can ask a question about plants, e.g. Could a jungle grow in our classroom? I can suggest how to answer it using given equipment.	11	RE	I can create something I'm proud of. I can say why my creation is special. I can talk about how my creation makes me feel.
3	Science	I can follow instructions to prepare a seed for growth. I can recall what a seed needs to grow.	12	RE / PSHE	I can work with my friends to represent the different days from the Creation Story. I can give my opinion on why we should look after things including the world.
4	Science & ICT	I can find plants in the wild and identify them by a picture. I can say the name of some wild plants that I see. I can collect information and use it to answer a question.	13	RE / PSHE	I can sort positive/negative photos (recycling, caring for animals, graffiti, damaging the environment, litter). I can give my opinion on why we should look after our world.
5	Science & Art	I can say the name of some garden plants using a picture bank to help me. I can name some garden plants that I remember. I can look closely at a plant and sketch what I see using appropriate colours. I can blend pastels in the right direction and apply shades of colour.	14	Science, Maths & English	I can make a skeleton that is more/less/about the same length as 1m. I can identify and label body parts.
6	Science	I can point to the stem, leaf, flower and roots. I know why roots and stems are important. I know what a plant needs to grow and can relate this to human needs.	15	Science	I can perform a simple test with other children in the class involving our senses. I can observe an answer question related to my sense of hearing.
7	Science	I can make observations of a plant. I can take measurements and record them.	16	Science	I can perform a range of tests and investigations involving my senses and answer questions. I can talk about the feelings I experienced when participating in the activities.
8	Science & Maths	I can match leaves I have collected to pictures and use my activity sheet to say the names of the trees the leaves belong to. I can look closely at the leaves and match the description to what I see. I can sort cards into two groups. I can collect information to answer a question.	17	RE	I can talk about a gift that is special to me. I can explain how I felt when I received it.
9	DT, Maths & PSHE	I can prepare food for a 'Wild Rumpus'. I can cut food into halves and quarters. I can recognise odd/even numbers to make a 'Wild Thing' cookie. I can make a repeating pattern with fruit.	18	RE & English	I can recall the Christmas Story. I can participate in a group performance of the Christmas Story.
			19	RE	I can think of a suitable gift for baby Jesus.

Please note: Lessons not necessarily taught in numerical order due to job share. RE and PSHE to be fitted in as appropriate, with reference to PPA cover and duration of activities.