


Year Group – Year 1	Term – Autumn 1	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Name of Unit Overview – <h1>Once Upon a Time</h1> 		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
		Context, Big Questions and Wider World impact <ul style="list-style-type: none"> - What information do maps show? - What different ways can maps be used? - What vocabulary can we use to give directions? - What do different objects show on a map? How can we use a key? - What are human and physical features? - What is a healthy balanced diet? - What foods contribute to a healthy diet? - Why is it important to eat healthily? - DT – designing a house for the three little pigs. 	
Subject specific learning areas			
Science		Suggested journey of the unit	
Prior learning and where the objectives are revisited later in the year.	Key year group learning Can we.....? Do we know.....?		
Previous years (EYFS) <i>- Explore the natural world around them, making observations: Caterpillar/Butterflies in Summer 2 and Mini Beast topic/trip to Wellington with a minibeast workshop.</i> <i>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>- Make comments about what they have heard and ask questions to clarify their understanding:</i> Revisit within this year	Can we...? <ul style="list-style-type: none"> - Observe things using simple equipment. - Identify and sort different things. - Collect and record data to help answer questions. Do we know...? <ul style="list-style-type: none"> - How to identify, name, draw and label the basic parts of the human body. - Which part of the body is associated with each sense. 		Week 1 – All about me/Colour Monster Dreams and hopes for the future. Emotion wheels- understanding and recognising what different emotions might feel like. Collage of the colour monster – using a range of materials to create art and developing art techniques by using different colours and textures. Week 2 – Little Red Riding Hood: Maps Exploring a map to grandmas. What is a map? What information does a map show us? How can we use a map to give somebody directions?
Humanities – History & Geography			

<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning Can we.....? Do we know.....?</p>	<p>What physical and human features might we see on our journey?</p>
<p>Previous years <u>Geography</u> - Explore the natural world around them, making observations: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps: - Use and understand recently introduced vocabulary during discussions: Revisit within this year <u>Geography</u> - Describing environments – built on by introducing key human and physical features. Introduction of positional and locational language.</p>	<p>Geography Can we...? - Use basic geographical vocabulary to refer to human and physical features of landscapes - Identify human and physical features on a map - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Use simple compass directions and locational and directional language to describe the location of features and routes on a map - Create a simple map using basic symbols in a key.</p> <p>Do we know...? - What a map is used for and what it shows - What information a key needs to include and where it is located on a map - The names of different physical features that Little Red Riding Hood might see on her route to grandmas (forest, hill, field mountain, river, pond soil, vegetation) - The names of different human features that Little Red Riding Hood might see on her route to grandmas (town, farm, house, shop, bridge, path) - How physical features are different from human features - What the four points on a compass are called (North, South, East, West) and how these can be used to give simple instructions</p>	<p>Exploring what locational and positional language we might use to direct Little Red Riding Hood to her Grandmas house e.g. left, right, forwards, backwards, north, south, east, west.</p> <p>Week 3 – Jack and the Beanstalk: Creating their own imaginary map and giving friends directions to find treasure.</p> <p>Exploring how to create our own imaginary maps to show what the land at the top of the beanstalk may look like. What information do we need to include on our map? What is a key? When and why might a key be useful?</p> <p>Using the locational and positional language we have been exploring children to create instructions for a friend to follow to find their treasure at the top of the beanstalk.</p> <p>Week 4 – Hansel and Gretel: Designing and making a healthy fruit salad.</p>
<p>Art and Design & Design Technology</p>		
<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning</p>	<p>Why is a healthy, balanced diet important? What foods should we include in a healthy diet.</p>
<p>Previous years -Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. -Share their creations, explaining the process they have used: In Reception children created a wide range of art in free flow and focused activities. For example, children created art work linked to their mini beast topic and -Use a range of small tools, including scissors, paint brushes and cutlery</p>	<p>Can we....? - Use drawing, share ideas, and use our imagination to create an imaginary map of the land above the beanstalk - Develop our initial ideas by improving our own designs in the draft stages - Evaluate our ideas by reflecting on what we would keep the same and what we do differently when making our houses for the Three Little Pigs</p> <p>Do we know? - How to hold a pencil and paintbrush in the correct way - How to use different materials to create texture and patterns - How to hold scissors correctly - How to safely hold and use a knife to cut fruit</p>	<p>Children to design and make their own fruit salad snack to show Hansel and Gretel some of the foods that they need to eat so they are not eating sweets all the time.</p> <p>Week 5 – Snow White and the seven dwarfs:</p> <p>Week 6 – The Three Little Pigs: Designing and making a house for the Three Little Pigs.</p>

<p>- <i>Safely use and explore a variety of materials:</i> Throughout Reception children helped to prepare a variety of different food linked to different topics being explored such as International Week.</p> <p>Revisit within this year</p> <p>-Use a range of tools to create our Colour Monster collages and our houses for the Three Little Pigs.</p> <p>-Sharing creations and explaining the processes that we used to create our fruit salads and houses.</p> <p>-Explore a variety of materials, tools and techniques to create our Harvest artwork and Colour Monster Collages.</p>		<p>Exploring different materials. What materials would make a good house for the Three Little Pigs. What materials are strong or weak? Children to design and make a house for the Three Little Pigs and test how strong they are using a fan or hairdryer to ensure that they cannot get blown down by the wolf. Evaluating their product – what would children keep the same? What would children change next time?</p> <p>Week 6 – Autumn week/Harvest</p> <p>-Explore the artist Archimbaldo and recreate a portrait in the style of his art.</p>
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Computing and Technological Understanding

<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning</p>
<p>Previous years (EYFS)</p> <p>Revisit within this year Algorithms and debugging in Pirate Topic.</p>	<p>Can we...?</p> <ul style="list-style-type: none"> - Create and debug simple programs for the Kubos to follow - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <p>Do we know...?</p> <ul style="list-style-type: none"> - What an algorithm is - What debug means - How to program Kubos to get him to move where we want him to go - How to debug program mistakes with Kubo to make him work

<p>Vocabulary Oracy activities</p>	<ul style="list-style-type: none"> ✓ Geography Vocabulary – Physical and human features of land ✓ Art/ D.T Vocabulary – Collage, Healthy diet, Materials, Strong, Weak ✓ Partner work to give oral directions ✓ Partner/group discussion for exploration of Kubos (minimal adult intervention in this activity allows for investigative discussion amongst peers) 	<p>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</p>	<ul style="list-style-type: none"> - Planting their own beanstalks to support them in thinking about what would be at the top of their beanstalk. - Designing and making their own fruit salad to support Hansel and Gretel in making healthy choices. - Designing and making new house for the Three Little Pigs to live in.
		<p>Trips/ Visits / Experiences</p>	<p>-Planting their own beanstalks</p>

Discrete subject learning focus areas

Music	Introducing Beat – How can we make friends when we sing together?	RE	Christianity - Does God want Christians to look after the world? Exploring the Christian creation story and looking at how this influences the way Christians treat the planet.
PE	Fundamental movement skills: Coordination (footwork) and Static Balance (one leg)	PSHE	Relationships and Identity – To understand how to be a good friend and to identify people and places that make us feel safe and why this is.
Final quality products	<ul style="list-style-type: none"> - Imaginary Map based on what would be at the top of the children’s beanstalks. - Fruit salad made to help Hansel and Gretel have a healthy snack. - Three little pigs house designed, made and evaluated. 	Home learning opportunities	<ul style="list-style-type: none"> - Suggested activities to support Once Upon a Time topic sent home via Seesaw
Enriching our curriculum and personal development opportunities			
Prior opportunities	Experience	Learning to come from those activities	