



Class: Jackson (Year 1)

Term: Autumn 1

Topic: What makes me marvellous?

Launch Day:

Trips/Visitors:

Literacy topics/Guided Reading Book/Texts:

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<u>Early Learning Goal: Understanding the World:</u> The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.	<u>Early Learning Goal: Understanding the World:</u> Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling	N/A	See EYFS overview	N/A	EYFS focuses on computational skills	See music curriculum map	• (EYFS) - Talk about people who are special to them • Say what makes their family and friends special to them • Recall simply what happens at a traditional Christian festival (Christmas) • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a traditional Christian infant baptism and dedication	
Knowledge Ch need to observe the seasonal changes and changes in day length across the year, in preparation for the Summer 1 science focus.	Key Question: What makes us a mammal? The children will know: • How to classify themselves as a mammal • How to identify, name, draw and label the basic parts of the human body • How to identify the five senses and say which part of the body is associated with each sense	Key Question: How has my family changed over time? The children will know: • The key events of their lives. • And understand how their childhood is different from and similar to that of the adults in their lives (e.g. their parents and grandparents).		Key Question: The children will know: <u>See art sequence of learning for individual lesson details.</u> Potential project idea – Self-portrait in the style of Julian Opie • What a self-portrait is • Julian’s Opie’s style of art and how it was created • What key vocabulary like horizontal, vertical, straight, short, long, wavy, zigzag and dot means • A range of famous portrait artists - Leonardo da Vinci ‘Self-Portrait’, Vincent Van Gogh		Key Question: The children will know: • Computing systems and networks – Technology around us • Different types of technology • What a computer is and its main parts • How to use a mouse in different ways • How to use a keyboard to type on a computer • How to use the keyboard to edit text	See music curriculum map Key Question: The children will know: •	Christianity - God Key Question: 1.10 What does it mean to belong to a faith community? The children will know: Make sense of beliefs: • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people Understand the impact: • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show	https://peplanning.org.uk/

				'Self-Portrait with Bandaged Ear', Rembrandt van Rijn 'self-portrait', Claude Monet 'Self-Portrait with a Beret,' Paul Gauguin 'Self-Portrait with Halo and Snake,' Pablo Picasso 'Self-Portrait,' and Frida Kahlo 'Self-Portrait with Thorn Necklace and Hummingbird.' How to assess a piece of artwork				they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Make connections: - Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences - Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	
Skills	Children will be able to: - Ask simple questions and recognising that they can be answered in different ways Identify and classify Use their observations and ideas to suggest answers to questions	Children will be able to: - Place events in chronological order. - Talk, draw and write about the past. - Ask and answer basic questions about the past. - Recognise and compare pictures from then and now.		Children will be able to: - Draw what they can see accurately - Use different styles of line to produce an accurate drawing - Position tracing paper accurately and keep it in the same place throughout its use - Draw the key details of a picture and omit less important parts - Discuss their choices when drawing and compare to another artist - Add colour to a drawing to mimic the style of an artist - Critique their own piece of learning to see what they are pleased with or would try to improve next time		Children will be able to: - Identify the key features of an object that makes it a piece of technology - Name different parts of a computer, whether they are combined with other elements or not - Select the correct device to complete a task on a computer - Select the correct keys to type	Children will be able to:	Children will be able to:	Children will be able to:

Components (teaching sequence)	• I can explain using comparison why humans are mammals. • I can identify, name, draw and label the basic parts of the human body. • I can identify the five senses and say which part of the body is associated with each sense. • I can use my taste senses to identify ingredients. • I can use my hearing sense to identify known sounds. Topic outcome: Children will be able to identify their 5 senses and use them to carry out different investigations.	• I can talk about my past, present and future. • I can make a timeline of my personal history. • I can talk about when my parents and grandparents were born. • I can explain how my childhood was similar and different to that of my parents. • I can explain how my childhood was similar and different to my grandparents. Topic outcome: Children will create a family tree showing when their family were born and be able to talk about how childhoods have changed for their different family members.		• I can Topic outcome: Children will create a digital portrait of themselves.		• I can Topic outcome:	• I can Topic outcome:	• I can recognise symbols of belonging for Christians, Jews and Muslims • I can explain what people believe about valuing others • I can identify similarities and differences between how Christians and Muslims welcome a new baby • I can identify similarities and differences between Christian and Jewish marriage ceremonies • I can explain why belonging to a community is important to people Topic outcome: Children will create a poster showing ways of belonging to a community (Religious and non-religious)	• I can Topic outcome:
Key Vocabulary	Sight see eyes Hearing hear ears Touch feel hands Smell nose Taste tongue Head face neck shoulders arms torso hips legs knees ankles feet stomach heart	Past Present Old Young Oldest Newest Change Timeline						Christians Jews Muslims God Jesus Identity Belonging Symbols Infant baptism Marriage Faith community	