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| Kea School Curriculum Autumn 1 Curriculum – Year 1  Topic Title: Clothes  Dazzling Start: “Creative Clothes Day” 8.9.21 | | | | | |
| History  Prior Learning  YF- Know some similarities and differences between things in the past and now- Old and New Transport | Science  Prior Learning  YF-I Explore the natural world around them, making observations | Art  Prior Learning  I can experiment with mixing primary colours to create secondary colours | Geography  Prior Learning | Music  Prior Learning  Begin to copy and follow a rhythm and beat with the teacher |
| Intent- Using Historical sources to identify how clothes have changed over time | Intent- observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies. | Intent- Produce simple pictures by printing objects, developing their own pattern | Intent- Identify similarities differences between clothes worn in hot and cold places | Intent- Clap, create and notate a musical beat |
| Sequence of lessons:  I can tell that the past is different from today.   Look at old photographs of transport (prior learning) with people dressed in different clothes. Do they look like our clothes? Label some differences  I can identify clothes that are older and clothes that are modern. Sort a range of photos showing Victorian clothes and modern clothes.  I can use historical source to answer questions about clothes in the past. What are the children wearing to school? What are they wearing on their heads? Why have the girls got aprons on? Why are the boys wearing short trousers and jackets?  I can put 3 items of historical clothing in the correct order. Choose from a range of different clothes and uniforms. Discuss how we know which are old and which are new. Order on a timeline. | Sequence of lessons:  What do we already know about weather? Generate questions. Look at the weather today. Watch weather forecasts and the symbols they use. What clothes would we dress teddy in?  Go outside and watch the weather. Photograph it, discuss weather and seasons. Collage weather pictures.  Experiment with shadows outside and observe how they change. Use a torch and make shadow puppets.  Observe and record rainfall. Discuss why we need rain and how it is formed.  Observe and record wind direction and speed. How can wind help us? Create a wind sock.  Observe and record the temperature (inside and out). How does this affect the weather and seasons?  The four seasons: create a display to show the months of the year and the weather in each season. Which season is your birthday in?  Record the time of sunrise and sunset. Discuss how this changes throughout the year in different seasons. | Sequence of lessons:  Print from objects: leaf, hand, onions, etc.  Develop simple patterns by using other objects: lego, counters, to create Alien’s underpants patterns  Create simple pictures by printing different shaped objects- Create aliens using objects for body, head and legs.  Look at Andy Warhol patterns and prints-Create a pattern inspired by his work  Create their own “Andy Warhol” style pattern for a new pair of Alien underpants. | Sequence of lessons:  I understand that some places are hot and some places are cold.  I can begin to name the seven continents of the world. Look at the world map to identify continents. Identify hot and cold continents in their atlases and list differences  I can name some hot places. Identify India on the map and find out about the climate. Is it hot or cold? What do women and men “traditionally” wear? Why? Find the answer to the question-Do all men and women in India always wear the Traditional clothes?  I can name some cold places. Identify the Arctic on the map and find out about the climate. Is it hot or cold? What do Inuit women and men “traditionally” wear? Why? Find the answer to the question-  Do all men and women in the Arctic countries always wear these Traditional clothes | Sequence of lessons:    Clap in time to the music- Send a clap all the way round the circle Listen to this metronome (75bpm) which shows a steady beat.  Clap in time to the metronome-keeping a steady beat whilst clapping.  Clap in time to various pieces of music Create actions to match parts of the music. Explore tapping, shaking or scraping musical instruments  Respond to the rhythm in music through actions and dance  Begin to notate a beat and show loud/quiet sounds  Create a rhythm to match a 1A /2A sentence related to Clothing  Use last week’s rhythms to create graphic scores.  Complete graphic scores and perform following notation. |
| **Key Vocabulary**  Past, Today, A long time ago, Victorian, Uniform, Materials, Bonnet, Apron Leather, Wool, Woven, Pinafore, Old, New, Modern, Time Line, Order | **Key Vocabulary**  Day, , time of year, weather, season, wind, rain, temperature, sun, climate, warm, hot, cold, changes, globe, shadow, clothes. | **Key Vocabulary**  Print, Dab, Press, Print Block, Pattern, Primary,  Repeated, Shapes, Andy Warhol, Style. | **Key Vocabulary**  Continent, Country, Climate, Weather, Hot, Cold, Asia, Polar, India, Traditional, Sari, Salwar Kameez, Dhoti, Hijab, Kurta, Inuit, Parkers, Animal skins, Furs, Similar, Different | **Key Vocabulary**  Music, Beat, time, Rhythm, Compose, Notate, Score |
| Outcome/composite-  Create an iMovie clothes Exhibition to show the changes over time- drawings, Timelines and replica clothing | Outcome/composite  Create seasons display, showing the types of weather and changes in each section. | Outcome/composite  Create their own Andy Warhol style print to create a new pair of Alien’s underpants to exhibit | Outcome/composite  Create posters of clothes worn in hot and cold places to show at our “Clothes Exhibition” | Outcome/composite  Perform a Harvest piece of music, using beat and rhythm |
| Reading opportunities across the term  Alien’s Love Underpants, Pants, The Smartest Giant In Town, The Emperor’s New Clothes, Titch, The Wind Blew, The Parable of the Lost Son, The Cat In The Hat, The Best Dress Ever, Elmer the Elephant, The Elves and the Shoemaker, Under My Hijab, Whose Shoes? Hats of Faith, | | | | | |
| Computing  Prior Learning  YF-I can use Tizzy’s Tools to create a picture | RE  Prior Learning  YF-I can talk about the Parable from The Bible, “The Good Samaritan” | PSHE  Prior Learning  YF-SEAL YF  Getting to know you  All about me  Kindness  RRS | PE  Prior Learning  YF-Throwing and catching | DT  Prior Learning  YF-I can use construction to create a model |
| Intent-Be able to use Block Coding to make a picture move across the screen | Intent-Understand that the Parables teach Christians to be forgiving | Intent - To understand the importance of a team and how this can affect all the members | Intent - to explore stretching, balancing and sequencing movements.  To travel in different ways and send and receive balls | Intent-Be able to draw a simple design and use it to create a puppet wearing clothes from a hot or cold place |
| Know how to work safely on the computer  Log on and off the computer independently  Understand that computers carry out instructions to complete tasks.  Understand that instructions are written in a way that the computer can understand, known as code.  Learn how to make a picture move across the screen | Identify what a parable is  Tell the story of the Lost Son from the Bible, link with the Christian idea of God as a forgiving Father  What does the story mean to Christians? Discuss forgiveness.  Christians learn about forgiveness and talk to God through prayer and songs at Church.  Relate this to our own lives- Share any “fresh start/new day” practices you might have and the importance of forgiveness at home and school  Answer questions and give examples-How does it feel to forgive? How do Christians forgive? How does it feel if someone does not forgive you? | Identify different teams, similarities and differences between themselves and others and people who care for them.  Listening intently, being polite and treating others with respect.  Exploring kindness and how to be kind to others.  Bullying – how to recognise it and deal with it.  Exploring ourselves as learners what we like and dislike and our strengths and weaknesses.  Making good choices. | Exploring dance and gymnastics through stretching, balancing and making a sequence of movements.  Learning multi skills, travelling in different ways on our feet and aiming balls to roll or throw at a target. | Use puppet template to draw traditional clothes from a hot or cold places  Practise threading wool through the needle  Learn how to sew 2 sides of their hand puppet using running stitch. Evaluate and improve.  Cut out costume design in felt. Evaluate against design and make changes  Add details to costume design and glue to felt puppet. Evaluate against design and make changes |
| **Key Vocabulary**  Computer, mouse, log on, username, password, safe, online, coding, program, instructions. | **Key Vocabulary**  Christians, Bible, God, Jesus, Parable, believe, forgive, sorry. |  |  | **Key Vocabulary**  Needle, wool, thread, sew, running stitch, knot, felt, decorate |
| Outcome/composite-  Create their own computer game with a picture that moves across the screen | Outcome/composite  Show forgiveness towards each other in class and at playtime | Outcome/composite  Show acts of kindness as part of their daily routine | Outcome/composite  Perform a short sequence of different ways to travel | Outcome/composite  Make their clothed puppet for a group puppet show |