

Year 1 Autumn 1
What's your superpower?

Hook (curiosity): Staff superhero reveal

Text (Reading, language, communication):

Super Duper You – Sophy Henn

Lost and Found – Oliver Jeffers

The Tiger Who Came to Tea – Judith Kerr

Elmer – David McKee

Goodnight Gorilla – Peggy Rathmann

End product (engagement):

Class superhero reveal

Vocab (Reading, language, communication):

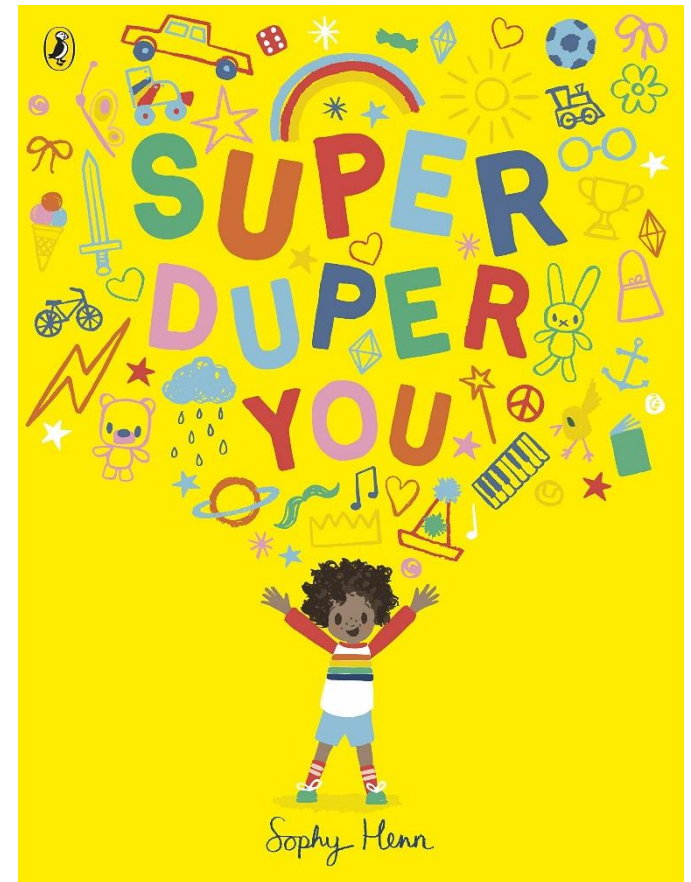
Unique, emotion, co-operation, different, similarities

Sticky knowledge (Learning that sticks):

1. I know that everyone is different.
2. I know the names of the different zones of regulation.

Driver: PSHE

What's your
superpower?



Computing (covered in literacy)

National Curriculum links:

Pupils should be taught to use technology purposefully to create content.

Progression of skills objectives:

- Use the spacebar, backspace, enter, shift & arrow keys.
- Starting to use two hands to type.
- Use word to write a short text.

PSHE

National Curriculum links:

Progression of skills objectives:

- What makes themselves and others special
- Roles and responsibilities at home and school
- Being co-operative with others
- I know the people in my class are all different
- What can go into our bodies and how it can make people feel
- Learn about the different jobs people do
- Safety in familiar situations
- Personal safety
- People who help keep them safe outside the home

History (comics)

National Curriculum links:

Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. (Stan Lee)

Progression of skills objectives:

- Tell the difference between past and present in own and other people's lives

Music

(Kapow – Superhero Topic)

National Curriculum links:

Play tuned and untuned instruments musically

Progression of skills objectives:

- Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo)
- Recognising tempo and pitch changes
- Experimenting with tempo and pitch using tuned and untuned instruments

Science

National Curriculum links:

-Identify and name a variety of common wild & garden plants, including deciduous and evergreen trees.

-Identify and describe the basic structure of a variety of common flowering plants, including trees.

Progression of skills objectives:

-asking simple questions and recognise that they can be answered in different ways

-Use simple equipment to observe closely -Use his/her observations and ideas to suggest answers to questions -Perform simple tests -Identify and classify

Geography

See Spring 1 Overview

Religious Education

- Why do Christians call God 'creator'? (Surrey Agreed Syllabus 23-28)

Art and Design (portraits)

National Curriculum links:

All pupils will become proficient in drawing.

Progression of skills objectives:

- Draw lines of varying thickness;
- Use dots and lines to demonstrate pattern and texture;
- Use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.
- Describe the work of famous, notable artists
- Use inspiration from famous artists to create their own work.

PE

Personal – Unit 1

National Curriculum links:

- Co-ordination and balance

Progression of skills objectives:

- Footwork and static balance (one leg)
- I enjoy working on simple tasks with help.
- I can follow instructions, practise safely and work on simple tasks by myself.

Design Technology

See Spring 2 Overview