



Year 1 Autumn Term 1

	Autumn 1
Topic title	Jurassic Planet
Key Question	What is a Dinosaur? Why are Dinosaurs not alive today?
Links to previous and future learning	Previous: EYFS: The Natural World, People Culture and Communities Future: Year 4: Digestive System, Teeth, Food Chains
Global themes covered	 Global Awareness  Healthy Minds & Bodies  Equity Being Healthy -
British Values	 The rule of law  Mutual Respect  Democracy
Redlands Values	  
UN Global Links	 3 GOOD HEALTH AND WELL-BEING  4 QUALITY EDUCATION
Charity Link	Asha in India
Visit/ experience linked to the topic	Fossils from Leicestershire Museum Video from fossil experts
Overall outcome for topic (showcase)	To learn about the Jurassic period and how Dinosaurs became extinct. To learn about the life of Mary Anning.
Hook	Dinosaur Egg Discovery
Key Text suggestions	Grammarsaurus – Dinosaur Grammarsaurus – Alternative Text - Zag the Dragon/Fire Dragon Reading for pleasure: The Dinosaur who lost it's roar Worryasaurus
English/Phonics Suggestions	Character Description - Dinosaur Grammarsaurus – Alternative Text - Zag the Dragon/Fire Dragon

	Grammar Links: • Capital Letters • Full Stops • Nouns • Adjectives • Verbs • Co-ordinating Conjunctions • Common Exception Words
MATHS	Number and Place Value: Numbers to 10 • To be able to count numbers to 10 accurately – forward and backward. • To be able to count similar objects up to 10 with accuracy and fluency. • To be able to write all numbers to 10 with numerals and in words; to count only objects of the same name in a group. • To be able to understand what zero represents and use it when counting • To be able to compare different sets of objects and say which one has fewer, more or is equal. • To be able to order numbers to 10 and know which number is greater or is lesser in value. • To compare numbers using the terms '1 more' and '1 less'. • To practise various concepts that were covered in the chapter, from writing the numbers in words to consolidating the correct value of digits. Calculations and Subtraction • To understand that a number is made up of other numbers; to find as many ways possible to construct a number. • To use number bonds for storytelling. • To practise various concepts that were covered in the chapter. • To be used if lessons take longer than expected or a topic needs to be revisited. • To be able to add two different numbers within 10. Pupils will become familiar with the different vocabulary associated with addition. • To add by counting on. • To complete number sentences and gain an understanding of inverse operations. • To be able to make addition stories using correct vocabulary. • To be able to solve addition problems through pictures. • Maths journal and reflection of learning throughout the chapter. • To be used if lessons take longer than expected or a topic needs to be revisited. • To understand that subtraction can be done by crossing out or taking away. • To be able to subtract using number bonds. • To be able to solve a subtraction equation by counting back, using a number line as support. • To be able to make subtraction sentences. • To be able to solve picture problems involving subtraction. • To solve problems in the context of addition and subtraction and to find the corresponding number families.

SCIENCE	National Curriculum: Working Scientifically: ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions <u>National Curriculum Animals including Humans</u> Pupils should be taught to: ▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Granular Knowledge • I can name the parts of the human body that I can see • I know that feet, legs, arms, hands, torso, head, skin, ears, eyes, nose, mouth and tongue are parts of the body and identify them • I can discuss what I can see, touch, smell, hear or taste • I know that eyes are associated with sight, ears with sound, nose with smell, tongue with taste and skin with touch Greater Depth • I can name some parts of the human body that cannot be seen • I can think about what would happen if I lost one of my senses Pupils should be taught: ▪ Identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Granular Knowledge • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores • I can classify animals by what they eat (carnivore, herbivore and omnivore) • I know that herbivorous animals eat plants; carnivorous animals eat other animals; omnivorous animals eat both animals and plants Greater Depth: • I can discuss similarities and differences • I can explain what they have found out using scientific vocabulary
GEOGRAPHY	

HISTORY	<u>History National Curriculum</u> Pupils should be taught about: • events beyond living memory that are significant nationally or globally Pupils should be taught to: • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • understand some of the ways in which we find out about the past and identify different ways in which it is represented • develop an awareness of the past, using common words and phrases relating to the passing of time • use a wide vocabulary of everyday historical terms • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods <u>Knowledge of events beyond living memory that are significant nationally or globally</u> • I know some events that have taken place before I was born • I can recognise why events happened • I can identify that changes have happened in history that can impact on today • I can begin to understand what makes someone or something significant • I can identify why certain people and events are significant in history because of things like their achievements, impact etc. Greater Depth: • I can ask relevant questions using a range of historical sources provided • I can state appropriate reasons why an event occurred in the past and its impact on my lives
Art/DT	<u>Art: Drawing - Make Your Mark</u> Pupils who are secure will be able to: • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making <u>Art Greater Depth</u> I can make links between my own artwork and other artists I can evaluate my own and others' artwork and make suggestions for improvement I can comment how an artist/designer has used colour, pattern and shape I can plan my art using a range of techniques e.g sketches, discussion
Computing	<u>Computing Systems and Networks</u> <u>Technology Around Us</u> Recognising technology in school and using it responsibly. To create rules for using technology responsibly • I can identify rules to keep us safe and healthy when we are using technology in and beyond the home • I can give examples of some of these rules • I can discuss how we benefit from these rules

Online Safety	<u>Project Evolve: Online Relationships</u> • I can give examples of when I should ask permission to do something online and explain why this is important. • I can use the internet with adult support to communicate with people I know. • I can explain why it is important to be considerate and kind to people online and to respect their choices. • I can explain why things one person finds funny or sad online may not always be seen in the same way by others.
Music	<u>Leicestershire Music – Unit 1 - Pulse</u> National Curriculum: Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes. ▪ play tuned and untuned instruments musically. ▪ listen with concentration and understanding to a range of high-quality live and recorded music. ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. Leicestershire Music Unit 1: Pulse • Keep a steady pulse with some accuracy (e.g. clapping, marching, tapping and playing instruments) • Follow simple musical directions for faster, slower, stopping and starting (Unit 1 + 2) • Create, explore, respond and identify long and short sounds.
PSHE	<u>Introduction: Setting ground rules for RSE and PSHE lessons</u> To begin understanding what PSHE is and how we can learn effectively in these lessons <u>My healthy self: How can we look after our emotions?</u> • Name the six basic emotions and recognise them using face and body clues. • Explain that people can feel different emotions in the same situation and give simple reasons why. • Describe emotions as comfortable or uncomfortable. • Describe how feelings can change and vary in strength, for example, 'a little bit' or 'a lot.' • Identify what makes them feel calm, relaxed or excited. • Explain why rest and enjoyable activities are important for wellbeing. • Identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better. • Say how they feel and identify trusted adults who can help when feelings feel difficult.

RE	1.6 – Who is Muslim and how do they live? • Recognise the words of the Shahadah and that it is very important for Muslims. • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. • Give examples of how Muslims use the Shahadah to show what matters to them. • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). • Give examples of how Muslims put their beliefs about prayer into action. • Think, talk about and ask questions about Muslim beliefs and ways of living. • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	
PE	Gymnastics-C SoW EYFS unit- Ball, Tall & Wall	Dance- C SoW Toys (EYFS Unit)