



# Year One Autumn Plan 2023

Year 1 Autumn: Are we lucky to live in London? (Longitudinal theme: London)

English	Intent	Science
<p><b>Poetry</b> The Dark, Dark Tale by Ruth Brown (2 weeks) Outcome: poetry performance</p> <p><b>Narrative</b> Katie in London by James Mayhew (3 weeks) Outcomes: Narrative: Their own story based on a Katie London from their own experience</p> <p>Little Heroes, Big Dreams: Mary Seacole (1 week) Outcome: fact file BV: Mutual respect/individual liberty</p> <p><b>Narrative</b> Dick Whittington retold by Russel Punter (6 weeks) Outcomes: Incidental writing: character descriptions, setting Modern version</p> <p>Other stories/texts: The Foggy, Foggy Wood by Nick Sharratt</p>	<p>This topic is designed to help the children understand that London is the capital of England. it's significance and what living in London allows them to experience. We want them to recognise key London's Landmarks &amp; learn about the Gunpowder Plot as an aspect of London's past. As a term of transition from the EYFS, we want to ensure children have a keen sense of <b>creativity</b> in their learning so this is a key aspect of the each subject areas learning outcome.</p> <p>World of work: Gardeners (could we invite the gardeners from Broadgate?), architects.</p> <p>Educational Visits: Tower Hamlet's Cemetery, Number 15 bus route focusing on key landmarks</p>	<p><b>What plants grow around our school?</b> <b>Plants (in our local environment)</b> <b>Outcome: Fact file of different plants in the local area (e.g.a book/leaflet) ordering from the tallest to the shortest)</b> <b>Math link – measures/ordering numbers)</b></p> <ul style="list-style-type: none"> <li>-identify &amp; name a variety of common wild &amp; garden plants, including deciduous &amp; evergreen trees</li> <li>-identify &amp; describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p>ALL CHILDREN</p> <ul style="list-style-type: none"> <li>-know &amp; name a variety of common &amp; wild garden plants (Weeds e.g. daisy, dandelion, grass, bulbs: tulip, daffodil, crocus. &amp; fungus)</li> <li>-know &amp; name the petals, stem, leaves &amp; root of a plant</li> <li>-know &amp; name the roots, trunk, branches &amp; leaves of a tree (lime tree, horse chestnut, sycamore, oak, evergreens)</li> <li>- say that plants need light, water, soil and warmth to grow.</li> </ul> <p>Seasonal changes:</p> <ul style="list-style-type: none"> <li>-chd to observe changes across the four seasons</li> <li>-chd to observe and describe weather associated with the seasons and how day length varies</li> </ul>
<p><b>History</b></p> <p><b>What happened during the Gunpowder Plot?</b> <b>Outcome: A retelling of the Gunpowder Plot for an assembly</b> <b>-events beyond living memory that are significant nationally</b> <b>-the lives of significant individuals in the past</b> <b>(Discuss: What should we do if we don't like something about where we live?)</b></p> <p>RRS: Article 27: You have the right to a safe place to live Article 14: You have the right to choose your own religion &amp; beliefs. Your parents should help you decide what is right &amp; wrong, &amp; what is best for you. BV: The Rule of Law, Democracy/Tolerance</p> <p>All children: Can retell the story of the Gunpowder Plot in chronological order Can explain Guy Fawkes role in the gunpowder plot &amp; why he is famous Can describe how we remember the gunpowder plot today Know the date of the gunpowder plot &amp; the fact it happened before their grandparents were born Can chant: Remember, Remember the 5th of November ....</p>	<p><b>Geography</b></p> <p><i>What makes London famous?</i> <i>Outcome: My Book of London (showing London landmarks)</i></p> <p><b>Locational knowledge</b> -name &amp; identify characteristics of the four countries &amp; capital cities of the UK</p> <p><i>Human &amp; physical geography</i> -use basic geographical vocabulary to refer to: key physical features: river, season &amp; weather key human features: city, factory, house, office &amp; shop</p> <p><i>Geographical skills &amp; fieldwork</i> -use world maps, atlases &amp; globes to identify the UK &amp; its countries -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. -use simple compass directions &amp; locational &amp; directional language, to describe the location of features &amp; routes on a map (link into the number 15 bus route)</p>	<p>Outdoor curriculum/Other practical work: planting bulbs &amp; onions, weeding (recognising weeds), seed collection Victoria Park -tree &amp; common plants hunt trip (winter)</p> <p>Additional stories/texts to support: A seed in Need, One year with Kipper ,Jack and the Beanstalk</p>

	<p><b>ALL CHILDREN:</b>          Know the names of the four countries that make up the UK and name the three main seas that surround the UK          Identify the following physical features: vegetation, season &amp; weather and human features: city, factory, house, office &amp; shop          Know their address including their postcode          Know and recognise some famous London landmarks including The Tower of London, The Houses of Parliament, St Paul's Cathedral, Tower Bridge, Trafalgar Square          Know N,S,E, W on a compass          Purple Mash/Busy things: postcards          Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can</p>		
Art/DT	Maths	Working Scientifically	
<p><b>Art: Sculpture</b>  <b>Outcome: 'Found object' sculptures in the school grounds (inspired by Tim Spooner</b>          -to use a range of materials creatively to design &amp; make products          -to use sculpture to develop &amp; share their ideas, experiences &amp; imagination          -to develop a wide range of art &amp; design techniques in using colour, pattern, texture, line, shape, form &amp; space          -about the work of a range of artists, craft makers &amp; designers, describing the differences &amp; similarities between different practices &amp; disciplines, &amp; making links to their own work.  <b>ALL CHILDREN</b>          Describe what can be seen &amp; give an opinion about the work of Tim Spooner          Ask questions about a piece of art          Recognise sculpture as artwork  <b>Sketching:</b> Flowers, plants, wildlife          -to use drawing, painting &amp; sculpture to develop &amp; share their ideas, experiences &amp; imagination          -to develop a wide range of art &amp; design techniques in using colour, pattern, texture, line, shape, form &amp; space  <b>ALL CHILDREN</b>          Know how to use pencils to create lines of different thickness in drawings          Computing link: Child to take photo &amp; then annotate/evaluate  <b>Outcome: Making a London bus with wheels &amp; axles</b></p>	<p>Place Value          Addition          Geometry: shape          Place value          Addition &amp; subtraction</p>	<p><b>Type of enquiry</b></p> <p><b>Classifying:</b>          Allow children to classify leaves, flowers, seeds choosing their own criteria</p> <p><b>Observing over Time:</b>          Observe a tree through the year          Observe a trail/patch/plants on the roof garden to identify how plants change through the year</p> <p><b>Pattern Seeking:</b>          Based on observations, encourage children to suggest patterns to identify (e.g. after comparing the size of leaves on different plants, children may think 'Bigger plants have bigger leaves.')</p> <p><b>Researching:</b>          Use secondary sources to name plants (including trees) based on observations e.g. of leaves, seeds, flowers, buds, bark (leaf snap on ipads, basic books, Woodland Trust identification resources)</p>	<p>Working scientifically skills</p> <p><b>Ask scientific questions</b></p> <p><b>Plan an enquiry</b></p> <p><b>Observe closely</b></p> <p><b>Take measurements</b></p> <p><b>Gather /record results</b></p> <p><b>Present results</b></p> <p><b>Interpret results</b></p> <p><b>Children in KS1 are not expected to:</b>          Draw conclusions          Make a prediction          Evaluate an enquiry</p> <p><b>They can be encouraged to discuss what they think may happen or consider</b></p>

<p><i>Design: design purposeful, functional, appealing products for themselves &amp; other users based on design criteria</i></p> <p>-generate, develop, model &amp; communicate their ideas through talking, drawing and mock ups</p> <p><i>Make: select from &amp; use a range of tools &amp; equipment to perform practical tasks [for example, cutting, shaping, joining &amp; finishing]</i></p> <p>-select from &amp; use a wide range of materials &amp; components, including construction materials according to their characteristics</p> <p><i>Evaluate: explore &amp; evaluate a range of existing products</i></p> <p>-evaluate their ideas &amp; products against design criteria</p> <p><i>Technical knowledge</i></p> <p>-explore &amp; use mechanisms [for example, wheels &amp; axles], in their products.</p> <p>Maths link – 3D shapes (including properties)</p> <p>All children:  Use their own ideas to design the bus that moves  Explain verbally or in a drawing their idea to someone else  Choose appropriate tools and resources  Explain what worked well and what didn't work so well on their model</p>			<p>their methods and adapt when necessary</p>
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Discrete Subjects		
PSHE	Computing	Music
<p><b>Being me in my world</b>  <b>Outcome: Class learning charter</b>  -Feel safe in their class  -Understand their rights and responsibilities in their class  -Know that their views are valued  -Recognise the choices they make have consequences</p> <p><b>Celebrating differences</b>  <b>Outcome: Hall of Fame Display</b>  -Know some ways they are similar to their friends  -Know some ways they are different to their friends  -Know what bullying is  -Know who to talk to if they were feeling unhappy or if they were bullied  -Can suggest ways to make new friends  Article 30: You have the right to practise your own culture, language &amp; religion  Article 23: You have the right to special care if you have a disability, so that you can live life to the full  BV: Mutual respect</p>	<p><a href="#">1. Computing systems and networks – Technology around us</a></p> <p><a href="#">2. Creating media – Digital painting</a></p> <p>Article 19: You have the right to be protected from being hurt or mistreated, in body or mind</p>	<p>Music  <b>Topic: Duration and Pitch, Selecting sounds for composition</b>  Outcome: Use duration and pitch appropriately, compose a piece of music and perform to class.  -use their voices expressively and creatively by singing songs and speaking chants and rhymes  -play tuned and untuned instruments musically  -experiment with, create, select and combine sounds using the interrelated dimensions of music  <b>ALL CHILDREN</b>  know Duration is the length of the note - short, long  Can hear a note and say if it is long or short  know Pitch is high and low  Can hear a note and say if it is high or low  Can select instruments based on duration and pitch  Can select instruments for a composition  can compose music in a small group  can perform composition to the class  Can give feedback to others  Sounds in the city- Listen to , describe, recreate using appropriate instruments.</p>

		Dr Knickerbocker., Have you got your....voice?
<b>RE</b>	<b>Spanish</b>	<b>PE</b>
<p><b>Who are Muslims and what do they believe?</b>  <b>Outcome: Discuss-What matters to Muslims? What matters to me?</b>  Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah  Re-tell a story about the life of the Prophet Muhammad  Recognise some objects used by Muslims and suggest why they are important  Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel  All children:  Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah  Re-tell a story about the life of the Prophet Muhammad  Recognise some objects used by Muslims and suggest why they are important  Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel  Find out about and respond with ideas to examples of cooperation between people who are different  Make links between what the Holy Qur'an says and how Muslims behave  Article 30: You have the right to practise your own culture, language &amp; religion  BV: Tolerance</p>	<p>Greetings: <a href="#">Hola</a>, <a href="#">Adiós</a>, <a href="#">Buenos días</a>, <a href="#">Buenas tardes</a>  Numbers: <a href="#">0-10</a>  Christmas: <a href="#">Feliz Navidad</a></p>	<p>Games: Ball skills and games  Dance: March, March, March and Jack and the beanstalk  Games: Throwing, catching and aiming  Gymnastics: Balancing, jumping and landing</p>






# Mulberry

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