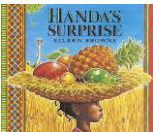

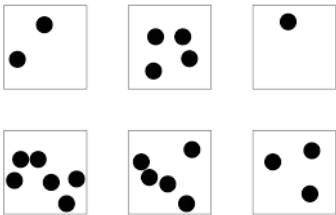







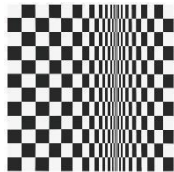







## Year 1 Autumn Term Curriculum Plan

English	Maths	Science	PSHE and RSE (Jigsaw)
<p style="text-align: center;"><u>Handa's Surprise</u> <u>and Stickman</u></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> <li>• Story structure &amp; rhymes</li> <li>• stories including typical story language features</li> <li>• Join in with predictable phrases in the story.</li> <li>• Anticipate key likely events in the story.</li> <li>• Explore and recall events from the story in order.</li> <li>• Comments on things that interest them, links text content to own life experiences.</li> <li>• Orally say simple sentence writing based on learned story</li> <li>• Write simple sentences based on a learned story</li> </ul>	<p style="text-align: center;"><u>Herts For Learning Essential Maths teaching</u> <u>Sequence</u></p> <div style="text-align: center;">  </div> <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> <li>• Counting to 100</li> <li>• Mathematical language</li> <li>• Positional Language</li> <li>• Subitising numbers to 10</li> <li>• Exploring numbers to 10</li> <li>• Calculating within 10</li> <li>• Exploring numbers to twenty</li> <li>• Use mathematical equipment to explain strategies</li> <li>• Shape - 2D and 3D</li> </ul>	<p style="text-align: center;"><u>All about Me</u> <u>And Best Material for an Umbrella</u> <u>Seasonal CCHANGES</u></p> <div style="text-align: center;">  </div> <p><u>The children will learn:</u></p> <p><u>All about Me</u></p> <ul style="list-style-type: none"> <li>• To Identify, name, draw and label the basic parts of the human body</li> <li>• To explain which part of the body is associated with each sense.</li> </ul> <p><i>Working Scientifically:</i></p> <ul style="list-style-type: none"> <li>• Children will use their senses to compare different textures, sounds, tastes and smells.</li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• To distinguish between an object and the material from which it is made</li> <li>• To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• To compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><i>Working scientifically:</i> Perform simple tests to explore questions e.g. what is the best material for an umbrella</p>	<p style="text-align: center;"><u>Jigsaw Scheme</u> <u>Being Me in My World and</u> <u>Celebrating Difference</u></p> <div style="text-align: center;">  </div> <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> <li>• To feel special and safe</li> <li>• To be part of a class</li> <li>• Their rights and responsibilities</li> <li>• About rewards and feeling proud</li> <li>• About consequences</li> <li>• About similarities and differences</li> <li>• What bullying is and know how to deal with it</li> <li>• About making new friends</li> <li>• To celebrating the differences in everyone</li> </ul> <p style="text-align: center;"><b>The ZONES of Regulation</b></p> <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> <li>• To identify a range of emotions in themselves and others.</li> <li>• About emotions impacting behaviour</li> <li>• To regulate their emotions using different tools and strategies.</li> </ul>

History	Geography	Art and Design	Design and Technology
<p data-bbox="192 161 479 188"><u>Watford Old and New</u></p> <div data-bbox="179 261 468 399">  </div> <div data-bbox="192 434 452 644">  </div> <p data-bbox="91 868 315 895"><u>Children will learn:</u></p> <ul data-bbox="91 903 560 1262" style="list-style-type: none"> <li>• To know what our school was like before it was built</li> <li>• To explore sources which show the past of Watford Fields</li> <li>• To know that there are sources of historical importance</li> <li>• To identify old and new buildings in Watford</li> <li>• To know how the use of buildings can change over time</li> </ul>	<p data-bbox="779 161 965 188"><u>My Local Area</u></p> <div data-bbox="698 261 1039 493">  </div> <div data-bbox="736 564 1001 740">  </div> <p data-bbox="607 855 831 882"><u>Children will learn:</u></p> <ul data-bbox="607 890 1126 1214" style="list-style-type: none"> <li>• What an aerial viewpoint is (aerial shots of the school)</li> <li>• To identify Watford on a map</li> <li>• To identify Watford Fields on a map (draw a map)</li> <li>• To identify the physical features of Watford on a map</li> <li>• To identify the human features of Watford on a map</li> </ul>	<p data-bbox="1178 161 1624 228"><u>Piet Mondrian (1972-1944)- Dutch painter and Bridget Riley</u></p> <div data-bbox="1337 269 1462 453">  </div> <div data-bbox="1312 525 1485 697">  </div> <p data-bbox="1162 847 1386 874"><u>Children will learn:</u></p> <ul data-bbox="1173 882 1639 1318" style="list-style-type: none"> <li>• About the works of two artists and compare similarities and differences</li> <li>• To express opinions on different art work</li> <li>• To use drawing, line, shape and colour to develop ideas</li> <li>• To experiment with lines and colour</li> <li>• To create a final piece using developed skills of line and colour</li> <li>• To self-evaluate</li> </ul>	<p data-bbox="1812 161 2033 228"><u>Food Technology Fruit Smoothies</u></p> <div data-bbox="1787 325 2036 525">  </div> <p data-bbox="1666 847 1890 874"><u>Children will learn:</u></p> <ul data-bbox="1680 882 2168 1361" style="list-style-type: none"> <li>• Where different fruits come from</li> <li>• Taste different fruits</li> <li>• Understand that fruits are healthy</li> <li>• Identify different food types on the eat well plate</li> <li>• Design a healthy smoothie</li> <li>• The rules of health and safety whilst using kitchen utensils</li> <li>• The importance of hygiene</li> <li>• Techniques in cutting and grating fruit safely</li> <li>• To create a smoothies</li> <li>• To self-evaluate</li> </ul>

Physical Education	Religious Education	Music	Computing
<u>Ball skills and Yoga</u>  <u>Children will learn:</u> <ul style="list-style-type: none"> <li>• To develop skills in balancing, agility and coordination</li> <li>• To apply these skills in a range of activities</li> <li>• To develop skills in games which include simple tactics for attacking and defending</li> <li>• To learn to co-operate and work in a team</li> </ul>	<u>Thankfulness, Light and Christmas</u>  <u>Children will learn:</u> <ul style="list-style-type: none"> <li>• To identify how people give thanks</li> <li>• To learn about how different have different festivals and celebrations that give thanks (Sukkot - Judaism and Harvest - Christianity)</li> <li>• To identify the importance of light in everyday lives</li> <li>• To know that Diwali is an important celebration in Hinduism and how it is celebrated</li> <li>• To identify how light is represented through symbols in different religions like Christianity and Hinduism</li> <li>• To identify why Christmas is important to Christians through learning about the Nativity</li> </ul>	<u>Charanga Music Scheme</u>  <u>Children will learn:</u> <ul style="list-style-type: none"> <li>• To identify pulse/beat within a piece of music</li> <li>• To identify rhythm in a piece of music</li> <li>• To identify pitch in a piece of music</li> <li>• To be able to speak chants and sing a song in time to the beat</li> <li>• To explain how a piece of music can make me feel</li> </ul>	<u>Technology around us and digital painting</u>  <u>Children will learn:</u> <ul style="list-style-type: none"> <li>• How to login to Chromebooks,</li> <li>• How to use them including the mouse and keyboard</li> <li>• To understanding what technology is</li> <li>• To identify parts of a computer</li> <li>• To create rules for using technology safely and responsibly at school and beyond, as well as being happy</li> <li>• The importance of passwords</li> </ul>