

Year: 1 Topic: Seaside Explorers			
Big question:		Hook task: Seaside day in school	
PSHE focus: Being Me in My World		Review task and presentation: shared learning afternoon with Year 3 for children to share what they are most proud of from this half terms learning.	
Experiences/ shared learning: Shared learning with parents – under the sea stain glass tissue paper sun catcher.			
<p>Geography NC aims/objectives:</p> <ul style="list-style-type: none"> • Explain how the weather changes throughout the year and name the seasons <p>Key vocabulary:</p> <ul style="list-style-type: none"> • Autumn • Winter • Summer • Spring • Season 	<p>English:</p> <ul style="list-style-type: none"> • Letter (balanced argument) • Non-chronological report 	<p>History NC aims/objectives:</p> <ul style="list-style-type: none"> • Use words and phrases like: old, new and a long time ago • Spot old and new things in a picture • Explain what an object from the past might have been used for • Explain similarities and differences between the ways of life of people in the past and my life today • Describe the life of an important person from history. <p>Key vocabulary:</p> <ul style="list-style-type: none"> • Today • Yesterday • Tomorrow • Old • New • Long time ago 	<p>Science NC aims/objectives:</p> <p><i>Seasonal Change</i></p> <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies <p>Key vocabulary:</p> <ul style="list-style-type: none"> • Season • Autumn • Weather • Change • Pattern • Temperature
<p>Design Technology NC aims/objectives:</p> <p><i>Mechanisms</i></p> <ul style="list-style-type: none"> • Make a product that moves use ideas to make something using pictures and words. <p>Key vocabulary:</p> <ul style="list-style-type: none"> • Product • Design criteria • Moving object • Mechanism • Construction models 	<p>Art and design NC aims/objectives:</p> <ul style="list-style-type: none"> • Use primary and secondary colours • Use colours to show feelings • Talk about how art makes me think, feel <p>Key vocabulary:</p> <ul style="list-style-type: none"> • Primary • Secondary • Colours • Mood • Feel 		

Standalone subjects

Maths:

- Place value within 10
- Addition and subtraction

Phonics:

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs at ee igh oa oo ar or ur oo ow ol ear	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s-es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

RE- *Personal Responsibility*:

How might your religion or worldview be seen in the choices you take?

Key vocabulary for discussion:

- Right
- Serve
- Duty
- Values
- Express
- Wrong
- Service
- Sewa
- Zakat

PE- *Personal*:

- Enjoy working on simple tasks with help
- Follow instructions and practise safely
- Work on simple tasks by myself

Computing- *Computing Systems and Networks*:

- Identify technology
- Identify a computer and its main parts
- Use a mouse in different ways
- Use a keyboard to type on a computer
- Use the keyboard to edit text
- Create rules for using technology responsibly

PSHE- *Being Me In My World*:

- Feeling special and safe
- Being part of a class
- Rights and responsibilities
- Rewards and feeling proud
- Consequences
- Owning the Learning Charter

Music- *Ourselves*:

- Use our voices to create different sounds
- Use our voices in different ways such as singing, speaking and chanting
- Use our voices to create high and low sounds



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