



Churchfields Infants' School: Year One Curriculum Information

Autumn Term 1: 'Getting Together'



Outlined below is a summary of the skills children will work on during their half term in Year One, along with some activities children will complete, key vocabulary that will be taught and ideas of how you can help to develop this learning at home. Information about learning, teaching and children's development in English and Maths can be found in separate documents.

Subject	Skills	Activities	Key Vocabulary	How can you help at home?
Art and Design	Refer to separate medium term planning for this subject (as adapted from Kapow scheme of learning)			
Computing	<p style="text-align: center;">We Are Treasure Hunters</p> <ul style="list-style-type: none"> -How to stay safe when using technology -Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions -Create and debug simple programs -Use logical reasoning to predict the behaviour of simple programs -Learn that a programmable robot can be controlled by inputting a sequence of instructions <p>Revision:</p> <ul style="list-style-type: none"> -Basics of using a programmable robot -Cause and effect 	<p style="text-align: center;">We Are Treasure Hunters</p> <ul style="list-style-type: none"> -Planning precise sequences of instructions to achieve an objective -Exploring and understanding input, program and output in the context of a Blue-Bot (programmable robot) -Developing and recording sequences of instructions as an algorithm -Programming a robot to follow an algorithm (programming to solve a problem by moving to a particular location) -Reading a Blue-Bot program and predicting logically what will happen -Correcting sequences of instructions <p>Revision:</p> <ul style="list-style-type: none"> - using simple controls to make a programmable robot move 	<ul style="list-style-type: none"> computing technology tablet keyboard log on log off username password online safe trusted adults privacy forwards backwards turn left right algorithm bug computer debug input logical reasoning output program robot (Blue-Bot) 	<ul style="list-style-type: none"> -Continue to reiterate messages delivered at school around internet safety and rules to follow so that children can ensure they are safe online. Consider use of filters and parental controls if you don't already to minimise risk when your child uses technology and continue to ensure they are never unsupervised when using devices -Create an obstacle course at home and see if you can guide your child round it giving them precise instructions (blindfold them if you're feeling confident!) Can they do the same for you by giving simple instructions? -Model examples of programs at home e.g. when you turn the washing machine or dishwasher on and how giving instructions by programming it tells it how to do its' job! -If you have any controllable toys at home you could have a go at using them and discuss how the controls send an algorithm (instruction) to the toy to make it do what you've asked it to!
Design and Technology	N/A	N/A	N/A	<ul style="list-style-type: none"> -In preparation for next half term, you could explore freestanding structures in the local environment e.g. everyday products and buildings. Consider the following questions: *Who is the structure for? *What is its purpose? *How is it made?

<p>Geography</p>	<p>Our School</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (our school) - 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 <p>The following are taught throughout the year:</p> <ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map <p>Revision:</p> <ul style="list-style-type: none"> - <i>looking at and using maps</i> - <i>using aerial views and maps</i> - <i>discussing places that are near and far away</i> 	<p>Our School</p> <ul style="list-style-type: none"> - exploring the school grounds (local environment walk) - looking at aerial maps/photographs and creating/labelling an aerial map of our classroom or school - using an aerial map of their classroom to identify different objects when viewed from above - looking at and using aerial maps to investigate what the school looks like from above, and other places in its immediate environment - naming different ways in which we can describe the weather in the UK - beginning a class weather map to show what the weather in South Woodford is like for a week! 	<p>near far distance</p> <p>map plan aerial bird's eye view symbol</p> <p>weather sunny rainy windy cloudy snowy stormy thunder lightning hail sleet</p> <p>Spring Summer Autumn Winter</p>	<p>- you could watch the clip below and read the information/facts together: https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zjd66v4</p> <p>- perhaps you could have a go at the linked activities (using symbols, drawing your own map and/or testing your knowledge in the quiz)</p> <p>- could you go on your own local environment walk together? What can you see and hear?</p> <p>- draw an aerial map of a room in your house and add some of the things inside it</p> <p>- use Google maps to find out where your home is! Where is it in relation to the school? Is this a short or long distance? You could even use Street View to see what your house looks like from the road!</p>
<p>History</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Music</p>	<p>Hey You!</p> <ul style="list-style-type: none"> -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 sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations) 	<p>Hey You!</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> -Listening to a range of quality music and discussing simply what they can hear -Enjoy moving to music <p><u>Building Musical Knowledge</u></p> <ul style="list-style-type: none"> -Finding the pulse of a piece of music -Copying back simple rhythms using body percussion -Creating rhythms from words <p><u>Singing</u></p> <ul style="list-style-type: none"> -Making different sounds using their voices 	<p>pulse rhythm pitch rap improvise compose melody bass guitar drums decks perform</p> <p>names of instruments (tuned and untuned)</p>	<p>-These are some of the pieces of music children will listen to and appraise as part of this unit:</p> <ul style="list-style-type: none"> • Me, Myself And I by De La Soul • Fresh Prince Of Bel-Air by Will Smith • Rapper's Delight by The Sugarhill Gang • U Can't Touch This by MC Hammer • It's Like That by Run DMC <p>You may like to listen to these pieces at home and discuss them with your child. Do they like them? What types of instruments can they hear? What about any voices? Are they male or female or both? A soloist or a group?</p>

	<p>-Know that music has a steady pulse, like a heartbeat</p> <p>-Treat instruments carefully and with respect</p> <p>-Learn the names of the instruments they are playing</p> <p>-Learn the meaning of the term improvisation</p> <p>Revision:</p> <p><i>-Listen attentively, move to and talk about music, expressing their feelings and responses</i></p> <p><i>-Sing in a group or on their own, increasingly matching the pitch and following the melody</i></p> <p><i>-Explore and engage in music making, performing solo or in groups</i></p>	<p>-Singing in unison with other children and adults as part of a group</p> <p><u>Playing</u></p> <p>-Playing untuned instruments rhythmically</p> <p>-Experimenting with the sounds that tuned instruments can make (glockenspiels)</p> <p><u>Improvisation</u></p> <p>-Listening to a rhythm and clapping back</p> <p>-Clapping own rhythms</p> <p><u>Composition</u></p> <p>-Creating a melody by experimenting with the sounds tuned instruments can make</p> <p><u>Performance</u></p> <p>-Perform a song of their choice</p> <p>Revision:</p> <p><i>-Taking part in discussions about music</i></p> <p><i>-Experimenting with instruments</i></p> <p><i>-Performing solo or as part of a group</i></p>		<p>What is the structure of the music (comment on verse/chorus/instrumental sections)?</p> <p>-Can you discuss the tempo of different types of music at home? Which are slow and which are fast? Can you find a song that has different tempos within it? Which tempo do you prefer?</p> <p>-Share some music you enjoyed or enjoyed in the past with your child – what do they think?</p> <p>-Encourage your child to experiment with instruments you may have at home (either untuned or tuned instruments)! If you don't have any, maybe you could make your own or improvise with items you have indoors that you could play (think pots and pans in your kitchen as a starting point!)</p> <p>-Take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!</p>
<p>PE</p>	<p>Refer to separate medium term planning for this subject</p>			
<p>RE</p>	<p>Refer to Redbridge Agreed Syllabus documentation for this subject</p>			
<p>RSHE</p>	<p>-Understand the importance of turn taking</p> <p>-Know what is kind and unkind behaviour</p> <p>-Know how kindness makes somebody feel and why it is important</p> <p>-Know what is and is not telling the truth</p> <p>-Know what secrets are and why they can be unhelpful</p> <p>Revision:</p> <p><i>-Build constructive and respectful relationships</i></p> <p><i>-Express their own feelings and consider the feelings of others</i></p> <p><i>-Identify and moderate their own feelings both socially and emotionally</i></p>	<p>-Range of discussion, responding to scenarios and engaging with stories and videos related to topics covered</p> <p>Revision:</p> <p><i>-Discussing class rules and playground behaviour</i></p> <p><i>-Reinforcing ways to get help with finding someone to play with and forming and maintaining friendships</i></p>	<p>taking turns sharing</p> <p>kind unkind kindness feelings effect</p> <p>truth honesty helpful unhelpful</p> <p>secrets trust positive negative</p>	<p>-Reinforce messages at home around kind and unkind behaviour. Discuss how both make you feel and why it may sometimes be hard to be kind, especially if somebody has upset you</p> <p>-Practise sharing and taking turns as often as you can! This could be sharing food or toys with a sibling or friends, or playing turn taking games and accepting the result of them even if it means you don't win! This can be challenging for children to learn so may take some practice!</p> <p>-Show you value telling the truth at home by being as appropriately honest as you can!</p>

	-Sharing with others			<p>-You may like to discuss times when you haven't told the truth in the past and differentiate between times when this was OK (e.g. keeping a surprise party a secret) and damaging (e.g. lying deliberately to get out of trouble)</p> <p>-Reinforce messages around secrets at home. Later on in your child's schooling, we teach children that secrets can be positive, but they always have an end point and are shared with somebody trustworthy, usually a grown up (a trusted adult)</p> <p>-Reiterate messages about which adults can be trusted to keep children safe, and the need to share any worries or concerns with them</p>
Science	<p>Seasonal Changes (x2)</p> <p>-Developing an understanding of the four seasons</p> <p>-Seasonal observations/changes (autumn)</p> <p>-Describing weather and weather patterns</p>	<p>-Observations/ photographs (crab apple tree)</p> <p>-Weather charts and tables (including symbols)</p> <p>-Weather reports</p> <p><u>Link texts:</u></p> <p>*Leaf Man - Lois Ehlert</p> <p>*Storm - Sam Usher</p> <p>*Tree: Seasons Come, Seasons Go - Patricia Hegarty and Britta Teckentrup</p> <p>*Goodbye Summer, Hello Autumn - Kenard Pak</p> <p>*Goodbye Autumn, Hello Winter - Kenard Pak</p> <p>*Goodbye Winter, Hello Spring - Kenard Pak</p> <p>*Poems About Seasons - Brian Moses and Ellie Jenkins</p> <p>*One Year with Kipper - Mick Inkpen</p> <p>*After the Storm - Nick Butterworth</p>	<p>weather</p> <p>sunny</p> <p>rainy</p> <p>raining</p> <p>shower</p> <p>windy</p> <p>snowy</p> <p>cloudy</p> <p>hot</p> <p>warm</p> <p>cold</p> <p>storm</p> <p>thunder</p> <p>lightning</p> <p>hail</p> <p>sleet</p> <p>snow</p> <p>icy</p> <p>frost</p> <p>puddles</p> <p>rainbow</p> <p>seasons</p> <p>winter</p> <p>summer</p> <p>spring</p> <p>autumn</p> <p>sun</p> <p>sunrise</p> <p>sunset</p> <p>day length</p>	<p>-Talk about the seasons together; look at photographs and explore videos showing changes:</p> <p>www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7</p> <p>www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-the-changing-seasons/zh4rkmn</p> <p>-Can you begin to collect and capture photographs of somewhere near to where you live as it changes throughout the year?</p> <p>-Watch weather reports together and discuss key concepts/ideas</p> <p>-Create a weather chart to observe and record daily weather types/patterns</p>
	Everyday Materials (x4)	-Going on a materials walk; observing uses within the environment		

	<ul style="list-style-type: none"> -Identifying and naming a variety of everyday materials -Describe the properties of different materials - Distinguish between an object and the material from which it is made -Testing and selecting materials for a given purpose/criteria 	<ul style="list-style-type: none"> -Sorting objects activity (according to materials) -Properties of materials (shiny, stretchy, rough...) -Testing and choosing suitable materials for a roof (Discovery Dog) <p><u>Link texts:</u></p> <ul style="list-style-type: none"> *The Great Paper Caper - Oliver Jeffers *Who Sank the Boat - Pamela Allen *Not a Stick - Antoinette Portis *The Adventures of a Plastic Bottle: A Story About Recycling - Alison Inches *Extra Yarn - Mac Barnett and Jon Klassen -The True Story of the 3 Little Pigs! - Jon Scieszka 	<ul style="list-style-type: none"> object material wood plastic glass metal water rock brick paper fabric elastic foil card rubber wool clay hard soft stretchy stiff bendy waterproof absorbent rough smooth shiny dull 	<ul style="list-style-type: none"> -Find and name a series of different household objects. Think about the following: *What are they made from? *What are their properties? -Compare and group objects based on whether they float or sink
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