



Churchfields Infants' School: Year One Curriculum Information

Autumn Term 2: 'Music and Light'



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 Rhythmic</p> <ul style="list-style-type: none"> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content -Recognise common uses of technology beyond school -Understand what algorithms are -Record audio on a tablet <p>Revision:</p> <ul style="list-style-type: none"> - <i>basic use of Chromebooks e.g. turning on and off, using volume controls, naming parts e.g. screen, keyboard</i> - <i>how to stay safe when using technology</i> - <i>understanding what algorithms are</i> 	<p style="text-align: center;">We Are Rhythmic</p> <ul style="list-style-type: none"> -Recording and playing back audio using ScratchJr -Programming sprites to playback recorded audio -Using repetition in ScratchJr to play a pattern using recorded audio -Exploring different effects that can be applied to audio -Creating a repeating percussion pattern using a virtual drum machine (GarageBand) -Experimenting with a range of virtual instruments <p>Revision:</p> <ul style="list-style-type: none"> - <i>using a Chromebook</i> - <i>accessing a given programme on the Chromebooks</i> - <i>using simple commands such as open, close to navigate around programmes</i> 	<ul style="list-style-type: none"> computing technology tablet keyboard log on log off username password online safe trusted adults privacy audio digital message microphone MIDI repetition sample sequencer speaker sprite track virtual 	<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 -Continue exploring programmable toys that you may have at home, and any devices you need to program (under close supervision of course!) -Consider downloading the free app ScratchJr. onto one of your devices (see ScratchJr - Home for more information) so children can demonstrate what they have been learning at school and continue to explore writing code -You may like to use other opportunities for coding and using algorithms too! A couple we know and love are: Computer Science Curriculum for Grades K-5 Code.org (we suggest you start with Course A which will really build children's basic skills with coding), or the free app Hopscotch
Design and Technology	<p style="text-align: center;">Structures</p> <ul style="list-style-type: none"> -Explain what a product is for and how it will work (purpose) -Develop design criteria relevant to a brief 	<ul style="list-style-type: none"> -Design, make and evaluate a freestanding bird feeder <p>Revision:</p> <ul style="list-style-type: none"> -<i>Creating simple structures using construction materials</i> 	<ul style="list-style-type: none"> structures freestanding design evaluate test strength stable 	<ul style="list-style-type: none"> -Explore bird feeders within the local environment: *What do they look like? *What are they made from? *How are they used? *Are all bird feeders the same?

	<p>-Explore and evaluate existing products</p> <p>-Use pictures/drawings and words to plan; communicate ideas</p> <p>-Select tools/equipment to cut, shape, join, finish and explain choices</p> <p>-Select materials/components</p> <p>-Create structures and begin to test their strength</p> <p>-Suggest ways to improve product (making it stronger, stiffer and more stable)</p> <p>Revision:</p> <p><i>-Understanding the stages of designing, making and evaluating</i></p> <p><i>-Selecting, testing and strengthening suitable materials/components</i></p>		<p>strong</p> <p>weak</p>	<p>-Can you use construction kits or materials to build walls, towers and frameworks?</p>
Geography	N/A	N/A	N/A	N/A
History	<p>Toys Then and Now</p> <p>- way into History: what do we learn about when we learn History</p> <p>- changes within living memory</p> <p>- changes beyond living memory-</p> <p>- asking questions</p> <p>- introduce a class timeline</p> <p>Revision:</p> <p><i>- revisiting language to mark the passing of time</i></p> <p><i>- discussing prior learning about the past</i></p>	<p>Toys Then and Now</p> <p>- looking at current toys</p> <p>- looking at toys from different times within living memory (the last 100 years)</p> <p>- learning about the past through oral History</p> <p>- Victorian toys workshop</p> <p>- creating our own toy museum!</p> <p>Revision:</p> <p><i>- observation of artefacts from the past and present</i></p>	<p>before</p> <p>after</p> <p>present</p> <p>past</p> <p>now</p> <p>then</p> <p>artefact</p> <p>timeline</p> <p>enquiry/investigation</p> <p>sources</p> <p>metal</p> <p>wood</p> <p>plastic</p> <p>china</p> <p>fabric</p> <p>clockwork</p> <p>electrical</p> <p>engine</p> <p>battery</p> <p>exhibit</p> <p>museum</p> <p>label</p>	<p>- do you have any of your old toys at home? Can you show them and talk to them about your toys! Repeat this with any older family members such as grandparents.</p> <p>- discuss similarities and differences between toys and games that you played inside and outside as a child</p> <p>- you may like to visit The young V&A (formerly The Bethnal green Museum of Childhood) to take part in activities and visit the exhibition</p> <p>https://www.vam.ac.uk/young</p> <p>- Challenge: can you help your child find out about toys from further in the past (e.g. before Victorian times), including other countries? Remember to use a safe search engine for children e.g. Kiddle</p>
Music	<p>Rhythm in the Way We Walk and Banana Rap</p> <p>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Rhythm in the Way We Walk and Banana Rap</p> <p><u>Listen and Appraise</u></p> <p>-Listening to high-quality music and discussing in more depth, using what they have learnt so far</p>	<p>pulse</p> <p>rhythm</p> <p>pitch</p> <p>rap</p> <p>melody</p> <p>singers</p> <p>keyboard</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"> • The Planets, Mars by Gustav Holst • Tubular Bells by Mike Oldfield • The Banana Rap by Jane Sebba

	<p>-Play tuned and untuned instruments musically</p> <p>-Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>-Experiment with sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <p>-Learn about different types of voices</p> <p>-Learn the meaning of the term composition</p> <p>-Experiment with improvisation and composition</p> <p>Revision:</p> <ul style="list-style-type: none"> - <i>treat instruments carefully and with respect</i> - <i>learn the names of the instruments they are playing</i> - <i>learn the meaning of the term improvisation</i> 	<p><u>Building Musical Knowledge</u></p> <p>-Experimenting with long and short sounds</p> <p><u>Singing</u></p> <p>-Showing stronger control over their voice when singing with other children</p> <p><u>Playing</u></p> <p>-Playing tuned instruments with increased control, moving between a small number of notes</p> <p><u>Improvisation</u></p> <p>-Creating own rhythms independently</p> <p><u>Composition</u></p> <p>-Creating melodies using voices showing some awareness of which types of sounds they are using</p> <p><u>Performance</u></p> <p>-Perform a song with more confidence, showing control over their choice of piece</p> <p>Revision:</p> <ul style="list-style-type: none"> -<i>Listening to a range of quality music and discussing simply what they can hear</i> -<i>Enjoy moving to music</i> -<i>Finding the pulse of a piece of music</i> -<i>Copying back simple rhythms using body percussion</i> -<i>Singing in unison with other children and adults as part of a group</i> -<i>Listening to a rhythm and clapping back</i> 	<p>bass guitar percussion saxophones perform</p> <p>names of instruments (tuned and untuned)</p>	<ul style="list-style-type: none"> • Happy by Pharrell Williams • When I'm 64 by The Beatles <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? What is the structure of the music (comment on verse/chorus/instrumental sections)?</p> <p>-Experiment with duration at home – creating long and short sounds!</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>-Know that dental hygiene is important for our health and why</p> <p>-Know that we must wash our hands to stop germs from spreading</p> <p>-Learn to name a variety of emotions and know how they make themselves and others feel and act</p> <p>-Know how and why to tell a trusted adult about a worry, including worries and concerns online</p> <p>Revision:</p>	<p>-Range of discussion, responding to scenarios and engaging with stories and videos related to topics covered</p> <p>Revision:</p> <ul style="list-style-type: none"> -<i>Reinforcing class rules and playground behaviour</i> -<i>Striving to always show kindness and reflecting after any incidents of unkindness on how we can improve our behaviour</i> -<i>Continuing to take turns, through games and in the playground</i> 	<p>teeth mouth gums plaque tartar cavities healthy unhealthy toothbrush toothpaste brush clean</p> <p>germs</p>	<p>-Ensure children are reminded about hygiene, especially around teeth! Continue to ensure children clean their teeth at least twice a day and are brushing effectively</p> <p>-If your child tends to forget about teeth cleaning, a reward or reminder chart could help them to remember!</p> <p>-Continue to reinforce messages around washing hands. This song may be helpful! How to wash your hands NHS song NHS - YouTube</p>

	<p><i>-Know and talk about the different factors that support their overall health and wellbeing</i></p> <p><i>-Know what kindness is and show it towards other children</i></p> <p><i>-Know what secrets are and why they can be unhelpful</i></p>		<p>hands washing soap spread (in context of germs) hygiene</p> <p>emotions happy sad/ upset excited jealous disappointed proud guilty angry/cross frustrated bored feelings impact behaviour actions</p> <p>adult trust online laptop/tablet/iPad/phone technology safe worry concern tell</p>	<p>-Discuss emotions with your child at home. This could mean identifying your own emotions and naming them to your child; this will help them to further identify emotions through your facial expression and the context of a situation and, in turn, recognise and describe their own</p> <p>-Discuss times you have felt a certain emotion and see if your child can do the same. You may also like to discuss how a certain emotion altered your actions and behaviour</p> <p>-Continue to reinforce online safety rules at home to ensure children are safe</p> <p>-Discuss the benefits of technology, but be sure your child is aware that like everything else, children need to stay safe and that they may sometimes see things that might concern them online</p> <p>-Ensure your child only has access to technology when fully supervised. If you would like some advice about parental controls when working online, please speak to your child's teacher</p> <p>-Ensure your child is aware of trusted adults they could tell about any worry, including concerns around being online</p>
<p>Science</p>	<p>Seasonal Changes (x2)</p> <p>-Seasonal observations/changes (winter) – link to Autumn 1</p> <p>-Developing an understanding of how day length varies (and linking this with seasons)</p> <p><i>Revision:</i></p> <p><i>-Developing an understanding of the four seasons</i></p> <p>Animals including Humans (x4)</p> <p>-Identifying, naming, drawing and labelling body parts</p> <p>-Developing an understanding of senses and what our senses are used for</p>	<p>-Observations/ photographs</p> <p>-Discovery Dog getting lost in the dark – which material is best to show up at night? Designing a reflective collar</p> <p><u>Link texts:</u></p> <p>As per Autumn 1</p> <p>-Collecting data/measurements (e.g. If somebody has big feet, do they also need larger gloves?)</p> <p>-Sensory exploration (feely bag)</p> <p>-Senses workshop/stall (e.g. fruits and vegetables for classifying and sorting)</p>	<p>As per Autumn 1</p> <p>sense eye ear nose mouth hand foot/feet senses</p>	<p>As per Autumn 1</p> <p>-Practise learning/identifying the main parts of the body (e.g. head, eyes, ears, mouth, nose, shoulders etc.)</p> <p>-Perhaps you could learn or sing a song such as 'Heads, Shoulders, Knees and Toes' together</p>

	<p>-Exploring and classifying using our senses</p>	<p><u>Link texts:</u> *Little Explorers: My Amazing Body Ruth Martin and Allan Sanders * Me and My Amazing Body - Joan Sweeney and Ed Miller</p>	<p>arm leg head neck knee see hear smell touch different/difference body/bodies change grow move adult young</p>	<p>-Discuss our senses; can you do a tasting sense activity to explore different textures and likes/dislikes?</p>
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