

**Year 1 Medium Term Plan – Autumn 1 – Great Gaddesby**

**2024-2025**

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| **Term** | Autumn 1 | | |
| **Key text** | Rosie’s Walk | | |
| **Key Vocabulary** | Local, community, physical geography, human geography | | |
| **Key thread through topic (history/geography)** | Local area, map skills and physical and human geography | | |
| **Topic curriculum coverage and content** | | | |
| **Key Learning Ideas** | **Subject covered within learning** | **Curriculum content covered within learning** | **What will this look like when it’s achieved?** |
| Key Learning Area 1:  What are human and physical geography features and how do we locate them on a map? | Geography | 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 | Children will be able to explain:   * What a physical geography feature is * What a human geography feature is * How to identify them on a map and in person |
| Key Learning Area 2:  What is a map and how do we use them? | Geography | Make simple maps and plans e.g. pictorial place in a story. | Children will be able to explain:   * What a map is and its use * Make their own map |
| Key Learning Area 3:  Link our homes to with other places in the local community | Geography | Link their homes with other places in their local community. | Children will be able to explain:   * How their home is linked to other places in the local community |
| Key Learning Area 4:  How can we improve our school environment? | Geography | Know about some present changes that are happening in the local environment e.g. at school.  Suggest ideas for improving the school environment. | Children will be able to explain:   * Changes that are happening at school and in Gaddesby village * Their own ideas on what could be done to improve our school environment |
| **Discrete Teaching** | | | |
| **Lesson WALT** | **Subject covered** | **Curriculum content covered within unit** | **What will this look like when it’s achieved?** |
| Lesson 1 WALT: label the human body | Science | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Children will:   * Identify, name, draw and label the basic parts of the human body |
| Lesson 2 WALT: explore our senses | Children will:   * Name the 5 senses * Say which part of the body is associated with each sense. |
| Lesson 3 WALT: explore whether all humans are the same | Children will:   * Talk about the similarities and differences |
| Lesson 1 WALT: begin to learn about Judaism and what the symbol is | RE | **Five Fingers of Faith:** Star of David/Jews/ Yahweh, Moses/Synagogue/Torah/Hanukkah  Year 1 creation story – lesson 2  Abraham and Isaac | Children will:   * Know that the symbol is called the Star of David and be able to recognise it |
| Lesson 2 WALT: identify who are the followers and the founder of Judaism | Children will:   * Understand that Jewish people are called Jews |
| Lesson 3 WALT: identify the place of worship and recognise some artefacts | Children will:   * Know the name of the Jewish place of worship (synagogue) |
| Lesson 4 WALT: identify the holy book and how it should be treated |  | Children will:   * Know that the Jewish holy book is called the Torah |
| Lesson 5 WALT: learn about the Jewish celebration of Hanukkah. |  | Children will:   * Be able to explain that Hanukkah is the Jewish festival of lights. |
| Other RE Lesson to coincide with the celebration:   * Autumn Equinox 22nd September. (Buddhist) * Rosh Hashanah 2nd – 4th October. (Jewish New Year) * Harvest 4th October. (Christian) * Navaratri 3rd - 12th October. (Hindu) * Sukkot 16th – 23rd October. (Jewish) * Diwali 1st November. (Hindu, Sikh and Jains) * Christmas 25th December. (Christian) * Hanukkah 25th December – 2nd January. (Jewish) | | | |
| Lesson 1 WALT: talk about what makes us special. | PSHE | To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To learn ways in which they are all unique; understand that there has never been and will never be another ‘them’  To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.  To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set a simple but challenging goal  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.  To understand ways in which they are all unique; understand that there has never been and will never be another ‘them’.  To be able to communicate their feelings to others, to recognise how others show feelings and how to respond.  To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.  To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).  To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings  To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To learn ways in which they are all unique; understand that there has never been and will never be another ‘them’  To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.  To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set a simple but challenging goal  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.  To understand ways in which they are all unique; understand that there has never been and will never be another ‘them’.  To be able to communicate their feelings to others, to recognise how others show feelings and how to respond.  To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. | Children will:   * Identify their favourite things and things they are good at. * Understand we are all different and that makes us special. * Tell others what they think is special about their friends and understand this can make them feel happy. |
| Lesson 2 WALT: name and describe some of the different feelings we have. | Children will   * Explain that how I feel on the inside affects how I look on the outside. * Know what they can do when they feel things that don’t feel very good. * Know how they can help others when they don’t feel very good. |
| Lesson 3 WALT: talk about things we like that make us happy. | Children will   * Decide if something makes them feel happy or sad. * Identify other good feelings. |
| Lesson 4 WALT: discuss what makes me have uncomfortable feelings and think of ideas to help. | Children will   * Identify if a feeling is comfortable or uncomfortable. * Describe what makes them feel unhappy or cross. * Think about what they could do to help others if they feel unhappy or cross. |
| Lesson 5 WALT: discuss how change and loss make us feel. | Children will   * Describe a time of change in their life. * Talk about how they can help themselves and others in times of change. |
| Lesson 1 WALT: talk about what makes us special. | Children will:   * Identify their favourite things and things they are good at. * Understand we are all different and that makes us special. * Tell others what they think is special about their friends and understand this can make them feel happy. |
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| Lesson 1 WALT: sketch our local area | Art | **Sketching local area**  Use artwork to record ideas, observations and experiences. Represent things observed, remembered or imagined using colour/tools in two dimensions.  Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks to represent objects in lines.  Explore mark-making using a variety of tools.  Experiment with different materials to design and make art work in two dimensions.  Know the names of tools, techniques and elements that he/she uses. | Children will:   * Use art to record ideas, observations and experiences * Use pencils to sketch key parts of our local area |
| Lesson 2 WALT: use a variety of tools | Children will:  Use a variety of tools to sketch a chosen part of our local area in more detail and add colour using a variety of media. |
| Lesson 3 WALT: imagined art – new playground | Children will:  Create artwork showing a new playground for the school using different tools and materials.  (Collage) |
| Part of our P.E. will be taught by a school sports coach this term - he will deliver ball skills. | | | |
| In music we follow the Leicestershire Music Scheme – this term lessons will teach the children about pulse. | | | |
| For computing we use the Kapow computing scheme – this terms lessons will teach the children about computing systems and networks: improving mouse skills | | | |