

**Physical Education: EY: Multi-skills, ball skills Y1: Football, dance, basketball, multi-skills**

**Learning objectives (inc key vocab):**

Develop fundamental movement skills. Engage in co-operative physical activities, in a range of increasingly challenging situations.  
Basic movements including running, jumping, throwing and catching, develop balance, agility and coordination.  
Perform gymnastic sequences using simple movement patterns. **Ball, bat, run, jump, hop, skip, catch, throw, roll, space, stretch, climb, direction**

**Learning activities (inc. assessment):**

Discrete adult-led PE sessions  
Continuous provision: outdoors, monkey bars, tyre, bikes

**Assessment:** observation, discussions

**PSHE: Jigsaw**

**Learning objectives:**

**Being Me in My World:**

EY: Who am I and how do I fit? Y1: Safe and Special, My Class, Rights and Responsibilities, Rewards and Feeling Proud, Consequences, Learning Charter

**Celebrating Difference:**

EY: Respect for difference, anti-bullying, being unique: Y1: The Same As, Different From, What is Bullying? What do I do about Bullying? Making New Friends, Celebrating Difference Celebrating Me

**Learning activities (inc. assessment):**

Jigsaw circle and discussions. Toy Like Me workshop. Conversations in provision

**Oracy: Discussion and debate: What makes me and other people special? Does it matter if we are all different?**

**Assessment:** Circle discussions, conversations in provision, floor book contributions

**RE: EY: Which stories are special and why? Which people are special and why? Y1: Who is a Christian and what do they believe?**

**Learning objectives (inc key vocab):**

EY: Listen to stories from a range of religions. Recall a story from a religion. Talk about what is special about themselves and other people.  
Y1: Talk about some simple beliefs and practices. Talk about different ways people of faith express identity and belonging. Vocab: **religion, belief, Christian, church**

**Learning activities (inc. assessment):**

EY stories from different religions

Y1: videos about Christian beliefs and practices, discussions using photo pack, visit to church, bible stories.

**Assessment:** Ongoing quiz and discussion.

**Design & Technology: Sliders and Levers**

**Learning objectives (inc key vocab):**

EY: Explore making things in their play using a variety of resources – bricks, loose parts. Start to talk about what they have made and how they made it.

Y1: Use own ideas to make something. Describe how something works. Make a product which moves. Explain to someone how to make a product. Choose appropriate resources and tools. Make a simple plan before making.

**Learning activities (inc. assessment):**

Workshop and construction sets in continuous provision.

Y1: Complete a plan before making models in the workshop. Cover boxes to achieve high quality finish. Experiment with different methods of fixing junk materials together. Use split pins to make moving parts. Design a Christmas card with moving parts. Talk about design criteria – start to come up with their own success criteria after discussion with adults.

**Oracy: Explain how you made your product to the class, including materials used. Discuss how products could be improved and whether they fulfil the design criteria – why/why not?**

**Assessment:** Observe children making models and talk to them about what they have made, what they used and any possible improvements. In Y1 can children use their own design criteria in workshop?

**Art & Design: Drawing: Observational Drawing**

**Learning objectives (inc key vocab):**

Explore a variety of different media. Name primary and secondary colours and how to make them. Create simple representations of people (EY) and show how people feel by including mouth and facial expressions (Y1). Talk about pictures they have made. Talk about what they can see in the work of artists (EY). Describe what they see in a piece of art and ask questions about it (Y1). Use pencils to create lines of different thickness. Know that the use of different lines and colour creates moods in artwork. Choose the media they would like to work in. Create a repeating pattern in print. Use IT to create a picture.

**Learning activities (inc. assessment):**

Observational drawing – draw your toy. Look at work of Paul Klee. Take a line for a walk. Draw along with illustrators eg Axel Scheffler, Jon Klassen, Nick Sharratt

Experiment with paint and tools – colour mixing in continuous provision. Produce own paintings. Print using everyday objects. Y1: different drawing pencils (B, H, HB etc), skin tone pencils different thicknesses of brushes.

**Oracy: Discussion and debate: Do you like this painting? Why/why not? Explain and justify your opinion.**

**Assessment:** Observation, photos, discussion

**Geography: Key Concepts: place, space (features)**

**Basic geographical vocabulary to refer to key physical features. Geographical skills and fieldwork. Identify seasonal weather patterns in the UK, location of hot and cold areas of the world in relation to the equator, north and south poles.**

**Learning objectives (inc key vocab):** Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the **Equator** and the **North and South Poles**. **Winter, spring, summer, autumn** weather words. Use simple fieldwork and observational skills to study the geography of our school and grounds and the key human and physical features. (River, lake, soil, valley, vegetation, city, town, village, farm, house, office, shop)

**Learning activities (inc. assessment):** Weather charts, maps on wall outside, small world, sand (create worlds and use geographical vocab), Beebots and maps **Oracy: Discussion and debate: What do you like/dislike about our school and grounds? What could be improved? Explain and justify your choice.**

**Assessment:** Ongoing quiz and recap meanings when vocabulary is used in stories, sorting activity.

**Phase 1 Autumn Term (Year A)**

**Toys**



**History: Key Concepts: Time, change and chronology**

**Changes since they were born/Old and new objects/Generational differences Learning objectives (inc key vocab):**

EY: Know about and can name some of the changes that have happened since they were born. Describe what they notice about old and new objects. Know and label whether something is old or new.

Y1: Know about and can name many of the changes that have happened since they were born. Give examples of things that were different when their grandparents were children. Use words and phrases like **before, after, past, present, then, now**. Spot old and new things in a picture. Know how to ask and answer questions about old and new objects.

**Learning activities (inc. assessment):** Bring your toy to school day. Stories from the past: Dogger.

Handling collection – old and new toys to compare. Photos of old and new toys for discussion. Toys they had as babies. . Bonfire Night: fire in the forest, bonfire customs. Videos from home about toys and games they played with when young.

Christmas and Halloween – generational and cultural differences in celebrations. Y1: interview Mrs Matravers about German Christmas traditions. **Oracy: Discussion and debate: What is special about your toy? Explain and justify choice.**

**Assessment:** Ongoing quiz, sorting activity

**Computing: Digital literacy Information technology Computer science: coding**

**Learning objectives (inc key vocab):**

EY: Give an instruction to a programmable toy and explore what the toy does. Use a camera to take pictures and videos and look at them. Record sound and play back. Explore using different types of technology including toys, cameras, recording equipment, tablets etc

Y1: Create a series of instructions. Plan a journey for a programmable toy. Create digital content. Store digital content. Retrieve digital content. Use a website. Use a camera. Record sound and play back. Use technology safely. Keep information private. **Vocab: Email Choices, Internet, Website, Rules, Online, Private information, Password Equipment, Computer, camera, laptop, tablet, phone, Buttons, Movement, Instructions, Buttons, Robots, Patterns, Program, Beebot, Botley, Control Screen, Mouse, Images, Keyboard, Paint, Videos, Camera stills, Sounds, Image bank, Word bank, Space bar Technology, Share, Create, Internet, Purpose, Online tools, Communicate Collect, Set of photos, Count, Organise, Photographs, Video, Data, Pictogram, Digitally**

**Learning activities (inc. assessment):**

Use Purple Mash website Y1: Internet safety, password privacy, logging on to Purple Mash, creating avatar. Use 2Paint to create a picture (link to history, geography, science).

Bee Bots – use mats to program a journey, link to human geography vocabulary. Lego train set.

**Assessment:** by observation: can children program 3 simple moves/turns? Can they use Purple Mash to complete activity successfully/independently?

**Music: Exploring sounds, pitch and beat**

**Learning objectives (inc key vocab):**

EY Untuned percussion - start and stop, keeping a steady beat and discover sounds Y1 Keep a steady beat and follow instructions on how and when to sing/play Composer: Josef Haydn / Leopold Mozart – Toy Symphony

**Learning activities (inc. assessment):**

Composer: Josef Haydn / Leopold Mozart – Toy Symphony. Move to music in different ways eg marching to a steady beat

Singing and accompanying songs with untuned percussion. Singing games eg Doggie Doggie

**Assessment:** Observation of children's performance in class **sessions**

**Science: Materials**

**Learning objectives (inc key vocab):** EY: Describe the properties of objects, begin to name the material things are made from. Compare similarities and differences. Y1: Distinguish between an object and what it is made from. Know the material an object is made from. Know the difference between glass, metal, wood, plastic, water, wood. Know about the properties of everyday materials. Group objects based on materials they are made from.

**Learning activities (inc. assessment):** Daily calendar, Y1 weather chart

Sorting, classifying games and in provision. Transient art. Dough – different textures. Tuff tray – slime, pumpkins, gloop, shaving foam, cornflour, ice etc

**Assessment** in discussions and in provision: can children name materials and describe properties. End of unit quiz

**Key vocabulary**

Before, after, past, present, then, now. Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Map, key, symbol, east, west, north, south, left, right

**Key Concepts**

Time, change and chronology – when, what order, how have things changed? (old/new, similarities/differences)  
Human life time changes in leisure and play  
Place – what makes up a place? (immediate locality, location knowledge)  
Space – the impact of humans on space and why things are in a certain area (human geography, getting to know the local area)  
Environment – describing the natural environment, the importance of area (local area observations)

**Reading across the Curriculum**

Topic: Lost in the Toy Museum, Dogger, Harry and the Dinosaurs, Toys in Space, Kipper's Toybox  
EY: The Three Little Pigs, The Little Red Hen, Rosie's Walk, The Gruffalo, Owl Babies  
Y1: The Three Billy Goats Gruff, Elmer, Not a Stick, There's a Tiger in the Garden, Little Glow

**Writing across the Curriculum**

Labels, lists, captions, sentences (Y1 independent books)  
Narrative  
Record science investigations in provision, DT evaluation  
Shared and independent writing

**Enrichment Opportunities**

Castle Museum (Y1)  
Library (EY)  
Perform in a nativity play  
Visit to the pantomime  
Baking EY  
Visit to church Y1  
Toy Like Me workshop  
Archaeology workshop Y1

**Oracy and Debating**

What is special about your toy? Explain and justify choice.  
What do you like/dislike about our school and grounds? What could be improved? Explain and justify your choice.  
Do you like this painting? Why/why not? Explain and justify your opinion.  
What makes me and other people special? Does it matter if we are all different?  
Explain how you made your product to the class, including materials used. Discuss how products could be improved and whether they fulfil the design criteria – why/why not?