

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. Conversations in provision
Learn BSL, sing songs using BSL

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: Free standing structures

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. Explain to someone how to make a product. Choose appropriate resources and tools. Make a simple plan before making. Use tools safely – tape dispenser. Talk about design criteria of bridge. **Strengthen, stability, wall, tower, bridge, edge, side, surface, strong, weak, base, framework, straight, curved, thinner, thicker**

Learning activities (inc. assessment):

EY/Y1: 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 construction kits to make models. Talk about design criteria – start to come up with their own success criteria after discussion with adults. Three Billy Goats Gruff – design a bridge to get them to the other side.
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 plan their project before starting? Y1 planning templates. Can children say if design met design criteria?

Art & Design: Sculpture

Learning objectives (inc key vocab):

Explore a variety of different media. Use a range of materials creatively to explore, develop and share their ideas, experiences and imagination and begin to design and make products. 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). Choose the media they would like to work in. Use IT to create a picture. Describe what you see in a piece of work, give an opinion and ask questions about a piece of art (Y1). Talk about what they can see in the work of artists (EY) the media they would like to work in. Use IT to create a picture. **Shapes eg long, oval, curvy. Textures eg smooth, crinkly, rough. Materials eg natural, made, recycled. Visual qualities eg colour, form, texture. Tactile qualities eg flexible, soft, shiny, smooth, coarse, rough, bumpy, rigid, pliable, natural materials eg grasses, bark, pebbles, rushes, leaves. Made materials eg card fabric, clay tiles, plastic. Reclaimed materials eg made for one purpose and used again for another.**

Learning activities (inc. assessment):

Artist of the month: Barbara Hepworth, Andy Goldsworthy – natural art in forest. Experiment with malleable materials eg dough, clay and tools. Produce own sculptures. Sculpture trail round university (photos)
Y1: Emotions in sculptures – observe and replicate.
Assessment: Observation, photos, discussion

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

Geography: Key Concepts: place, space (features)

Place Knowledge/Human and Physical Geography/Geographical Skills and Fieldwork

Learning objectives (inc key vocab): Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. Identify seasonal and daily weather patterns in the UK. **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. Geographical vocabulary through stories – Pirates Love Underpants, Kim Lewis books, Oliver Who Travelled Far and Wide. **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. Observations and discussions in continuous provision.

Phase 1 Autumn Term 2024 (Year B) Schools



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): Understand what is different about their lives now and when they were born, what was different longer ago eg when parents were young, when school was built. Y1: Castle Museum schoolroom Bonfire night – Guy Fawkes, ways people celebrate
School, classroom, playground, chalkboard, slate, Victorian, past, present, modern, Victorian, old-fashioned, now, then, last year, today, tomorrow, yesterday **Oracy: Discussion and debate: What is the same and different about the old and new school buildings?**

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, 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 EY: Use drawing program. 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: Kodaly – Viennese Musical Clock

Learning activities (inc. assessment):

Composer: Kodaly – Viennese Musical Clock. Move to music in different ways eg marching to a steady beat
Singing and accompanying songs with untuned percussion. Singing games eg Doggie Doggie
Learn and perform songs for nativity play

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 and 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. Stories: Three Little Pigs, Not a Box, 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	Key Concepts	Reading across the Curriculum	Writing across the Curriculum	Enrichment Opportunities	Oracy and Debating
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	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)	Topic: Harry and the Dinosaurs Go to School, First Day at Bug School, Bumblebear, Yes You Can Cow, Rainbow Hands EY: The Three Little Pigs, The Little Red Hen, Rosie's Walk, The Gruffalo, Owl Babies Y1: Billy Goats Gruff, Elmer, Not a Stick, There's a Tiger in My Garden, Little Glow	Labels, lists, captions, sentences (Y1 independent books) Narrative Record science investigations in provision, DT evaluation Shared and independent writing	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 Learn BSL Y1	What is special about our school? 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 sculpture? 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?