

Physical Education: EY Fundamental skills, dance Y1: Fundamental skills, dance, football

Learning objectives (inc key vocabab):
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 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 in PE lessons and continuous provision

PSHE: Jigsaw Year group specific: n n Being Me in My World: Celebrating Difference:

Learning objectives: 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 **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

Oracy: 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: Year group specific

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 vocabab):
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 ideas about Christian beliefs about God and Jesus (A1).
• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).
• Talk about issues of good and bad, right and wrong arising from the stories (C3).
• Ask some questions about believing in God and offer some ideas of their own (C1).

Learning activities (inc. assessment):
EY: Share and enjoy special stories together, share Bible stories and linked pictures and props, share stories from the Qur'an, retell stories they have heard. Versions of stories in book area.
Y1: Who is a Christian and what do they believe about God? What does the Bible teach Christians about God? Why is Jesus important to Christians? What do the miracles of Jesus teach us about what is important to Christians? Share and retell some stories from the Bible. Why do Christians pray? Visit to Heslington Church. Copies of stories in book area.

Oracy: EY:
Y1: What do these symbols mean to Christians? Why are they important to Christians? What stories do they link to?

Assessment: ongoing observation, recap and revisit quizzes, final summary lesson and activity linked to big question.

Design & Technology: Sliders and Levers

Learning objectives (inc key vocabab):
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. Fold and join boxes to achieve high quality finish. Experiment with different methods of fixing junk materials together. Use split pins to make moving parts. Talk about design criteria – start to come up with 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: Drawing and focus artist Paul Klee

Learning objectives (inc key vocabab):
Develop further control and confidence drawing with a range of media. Use simple 2D shapes and lines to represent objects from their experience, imagination and observation. Use shading to begin to explore dark and light. Shade and colour neatly. Develop appropriate pressure when using drawing materials. Use a variety of mark making materials to create texture and form. Learn about the artist Paul Klee. Explore his pictures and experiment using his techniques.

Learning activities (inc. assessment):
Experiment with mark making and use a variety of media e.g pencils, crayons, pastels, felt tips and charcoal in provision
Y1: different drawing pencils (B, H, HB etc) and explore shadows / dark and light
Explore how colours make us feel and how they are used in art. Explore with own art work in provision.
Explore observational drawing using objects and photos – observational drawings of toys.
Look at the work of Paul Klee. Take a line for a walk.

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

Assessment: Observation, photos, discussion

Music: Exploring sounds, pitch and beat

Learning objectives (inc key vocabab):
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

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 vocabab): 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 indoor and outdoor provision, fieldwork during Forest School sessions, 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: Low stakes quizzes, sorting activity, on-going observation and discussion in provision, floor book

Phase 1 Autumn Term (Year A)
Toys



Computing: Digital literacy: online safety PM unit 1.1, exploring online programs Information technology: animated storybooks, photography, drawing Computer science: coding, (Lego Builders, Beebots etc)

Learning objectives (inc key vocabab):
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?

History: Key Concepts: Time, change and chronology Changes since they were born/Old and new objects/Generational differences

Learning objectives (inc key vocabab):
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):
What toys did our parents have? What games did they play?
What toys did our grandparents have? What games did they play?
Stories about toys from the past Handling collection and photos – old and new toys to compare (now, parents, grandparents) to sort and arrange. Parents, carers, grandparents etc. to talk to class. Toys they had as babies.
Learn some traditional playground games e.g. What's The Time Mr Wolf?, Farmer's in the Den etc.
Investigate a range of traditional puppets e.g. marionettes, shadow puppets, stick puppets, glove puppets. Model using puppets in reading area to tell a story. Can chd make own puppets to tell a story?

Oracy: Discussion and debate: What is special about your toy? Explain and justify choice.

Assessment: Low stakes quizzes, sorting activities, observation and discussion in provision, floor book

Science: Materials and seasonal changes (ongoing)

Learning objectives (inc key vocabab): distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties

Learning activities (inc. assessment): Daily calendar, Y1 weather chart
Sorting, classifying games and in provision. Objects to be added to enquiry area. 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? Can they sort materials and objects? 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)

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, Gigantic Turnip
Joseph Coelho
Y1: The Three Billy Goats Gruff, Elmer, Not a Stick, There's a Tiger in the Garden, Little Glow Poetry Basket

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
Perform in a nativity play
Visit to the pantomime
EY
Baking
Library
Y1
Toy Museum - Ilkley
Visit to Heslington Church
Toy 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 picture? 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?