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|  | **Key Stage 1 Autumn Term Overview** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Week** | **1** | **2** | **3** | | **4** | | **5** | | **6** | | **7** | | | **Half Term** | **8** | **9** | | | **10** | | **11** | | | **12** | | | | **13** | | | **14** |
|  | 7th Sept | 14th Sept | 21st Sept | | 28th Sept | | 5th Oct | | 12th Oct | | 19th Oct | | | 2nd Nov | 9th Nov | | | 16th Nov | | 23rd Nov | | | 30th Nov | | | | 7th Dec | | | 14th Dec |
| **Big Question Theme** | The Gates’ Values | Democracy | Peace | | Yom Kippur | | Mental Health | | British Values | | Aspirations | | | Bonfire Night | Remembrance | | Diwali | | | Universal Children’s Day | | | Maths | | | | Respect | | | Christmas story |
| **Topic**  **Question** | **UK**  What are the geographical features of the UK? | | | | | | | | | | | | | **The Great Fire of London**  Why was the Great Fire of London important? | | | | | | | | | | | | | | | | |
| **(Geo/Hist)**  **Objectives** | Settling in | To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. | | To understand geographical similarities and differences  through studying the human and physical geography | | To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. | | To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. | | To name the capital cities of the UK. | | Compare and contrast the physical features of a small area of the UK / Brasilia. | | To identify key events of the Great fire and order them to identify the sequence of events. | To identify how the fire was fought and how it affected people’s lives then and now. | To know reasons why the fire spread so quickly. | | | Identify significant people and their roles at the time of the fire | | Identify the changes made after the fire. | | | | | | | Enrichment Activity | | |
| **(Geo/Hist)**  **SMSC questions** | **Cultural –** What does it mean to be British?  **Spiritual** – How are our lives different to people in Brazil? | | | | | | | | | | | | | **Social** - How did the Great Fire of London impact on our lives? PSHE LINK  **Moral** - Was it right for King Charles to tell people to knock down houses or blow them up? | | | | | | | | | | | | | | | | |
| **(Art/DT)**  **Question** | What is recycling? | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | |
| **(Art/DT)**  **Objectives** | Settling in | Collect, sort, name match colours appropriate for an image. | | Collect, sort, name match colours appropriate for an image. | | Sort and group materials for different purposes e.g. colour texture. | | Create and arrange shapes appropriately. | | Create, select and use textured paper for an image. | | | Work on different scales | Explore and evaluate existing products.  Create a design brief | Join appropriately for different materials and situations e.g. glue, tape. | Design a product. | | | | Make a product | | Make a product | | | Evaluate a product | | | | Make pop up Christmas cards using the same skills. | |
| **Literacy Genre** | Handwriting and sentence structure | Handwriting and sentence structure | | Factfile about a country in England | | Factfile about a country in England | | Factfile about a habitat | | Factfile about a habitat | | | Poetry about Autumn | Narrative | Narrative | Newspaper article about The Great Fire of London  RWP | | | Newspaper article about The Great Fire of London  RWP | | Newspaper article about The Great Fire of London  RWP | | | | | Letter to Father Christmas  RWP | | | Letter to Father Christmas  RWP | |
| **Class Novel/Texts** | There’s a Snake in My School – David Walliams  Little People, Big Dreams – David Attenborough  Little People, Big Dreams – Rosa Parks  A Piece of Home – Jeri Watts  The Twits – Roald Dahl | | | | | | | | | | | | | Vlad and the Great Fire of London  Toby and the Great Fire of London  Charlie and the Great Fire of London  The Great Fire of London Unclassified | | | | | | | | | | | | | | | | |
| **Numeracy**  **Objectives** | Arithmetic basics | Addition | | Place Value | | Place Value | | Addition | | Subtraction | | | Subtraction | Money | Money | Money | | | Multiplication and division | | Multiplication and division | | | Multiplication and division | | | | Basic skills recap | | |
| **Science**  **Question** | What do animals need to survive? | | | | | | | | | | | | | What do animals need to grow and survive? | | | | | | | | | | | | | | | | |
| **Science Objectives** | Settling in | Explore and compare the differences between things that are living, dead, and things that have never been alive. | | Identify that most living things live in habitats to which they are suited | | Identify and name a variety of plants and animals in their habitats | | Describe how animals obtain their food from plants and other animals | | Know that different kinds of plants and animals live in different kinds of places | | | Know that there are different kinds of habitat near school which need to be cared for | Notice that animals, have offspring which grow into adults. | Notice that animals, have offspring which grow into adults | Find out about and describe the basic needs of animals, for survival (water, food and air). | | | Asking questions about what things animals need for survival suggesting ways to find answers to their questions. | | Observing, through video or first-hand observation and measurement, how different animals grow; | | | Observing, through video or first-hand observation and measurement, how different animals grow; | | | | |  | |
| **Science**  **SMSC questions** | **Social** – How can we take care of animals?  **Moral -** Why should we look after the place where we live? | | | | | | | | | | | | | Moral – Discuss if exotic pets should be allowed?  Should we have Zoos? | | | | | | | | | | | | | | | | |
| **RE**  **Question** | What does it mean to belong to a Faith community? | | | | | | | | | | | | | What do Christians believe God is like? | | | | | | | | | | | | | | | | |
| **RE Objectives** | Do we all belong to something? | How do Christians and Muslims show they belong? | | Is every person valuable? | | How do Christians welcome a new baby? | | How do Muslims welcome a new baby? | | How do people show they belong to one another? | | | What matters about being in a community? | Identify what a parable is | Tell the story of the Lost Son from the Bible and recognise a link with the concept of God as a forgiving father. | Give clear, simple accounts of what the story means to Christians. | | | Give examples of a way in which Christians show their belief in God as loving and forgiving. | | Give examples of a way in which Christians show their belief in God as loving and forgiving. | | | Give an example of how Christians put their beliefs into practise in worship. | | | | | Nativity | |
| **Computing topic** | Digital Citizenship | | | | | | | | | | | | | Digital literacy | | | | | | | | | | | | | | | | |
| **Computing**  **Objectives** | Settling in | I can recognise that there may be people online who could make me feel sad, embarrassed or upset | | If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. | | I can explain why it is important to be considerate and kind to people online | | I can describe how to behave online in ways that do not upset others and can give examples | | I can recognise that information can stay online and could be copied | | | I can explain rules to keep us safe when we are using technology both in and beyond the home | I can tell you the main keys for typing e.g. shift, space bar, full stop  I can use the ‘undo’ icon to fix a mistake | Y1  I can type a simple sentences on the screen, making use of a word bank  Y2 I can start to use simple keyboard shortcuts Ctrl + B, I, U to edit my text style  I can use spell checker to check my work  I can use the ‘undo’ icon to fix a mistake  I can use the return/enter key to insert relevant line breaks | Y1  I can type simple sentences using the correct format (capital letters, space and full stop)  I can use buttons within a programme to make text bold/ italics / text alignment etc.  I can alter my writing in a number of ways (size, colour, font etc.)  I can use the ‘undo’ icon to fix a mistake  Y2 KNOWLEDGE   I know how to save an image from the internet rather than using copy & paste   I can say which page orientation would best suit my work. e.g. portrait to landscape  SKILLS  I can add a page border  I can insert a basic table | | | Y1 I can move to different places in the text using the arrow keys or mouse  I can use the ‘undo’ icon to fix a mistake  Y2 I can use a digital video camera to capture film and images | | Y1 I can input text and images using a simple publishing program  I can use the digital camera independently  Y2  I can arrange clips to make a short film that conveys meaning  I can add simple titles and credits | | | Y1  I can create a pictogram by entering data into a simple graphing package  I can use a pictogram to answer simple questions  Y2  I can plan a simple Y/N tree diagram to sort information e.g. Branching database -2Question | | | | | Y1  Enrichment activities  Y2  I can create and search a branching database  I can use a database to answer simple questions  I can search a database to find information | |
| **Music**  **Objectives** | Settling in | Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. | | Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. | | Experiment with & create musical patterns. | | Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively | | Use their voices expressively by singing songs and speaking chants and rhymes | | | Rehearse and perform with others | Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. | Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. | Find the pulse of a piece of music with some support (by movement or clapping.) | | | Experiment with & create musical patterns.  Copy a simple rhythm. | | Explore crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally.  Explore accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally. | | | Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). | | | | | Perform simple songs from memory, singing collectively at the same pitch.  Explore using the voice expressively and creatively.  Sing in unison and sing call and response songs. | |
| **PE**  **Objectives** | Settling in | Balance well & consistently | | Balance on the move (dynamically) on  various different objects. | | Show a fluent running style and  showing an increase in speed &  agility. | | Show an efficient running style in game scenarios. | | Show an effective jumping style for both height and distance. | | | Jump over a large distance with good landing showing a good arm and leg technique. | Handle apparatus safely | Recognise how it feels when the body is tense in a balance. | Know how to develop short sequences on their own. | | | Know how to develop short sequences on their own. | | Know how to use their imagination to find different ways of using apparatus. | | | Know to include a clear start, middle and end. | | | | | Have a clear focus when watching others perform.  Know when a movement or skill is performed well (aesthetic appreciation). | |
| **PSHCE Objectives** | To know about why sleep is important and different ways to rest and relax | To know about things that help people feel good | | To know about ways of sharing feelings; a range of words to describe feelings | | To know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. | | To know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good | | To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it | | | To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy | To recognise risk in simple everyday situations and what action to take to minimise harm. | Learn about how to keep safe at home (including around electrical appliances) and fire safety. | To know that household products (including medicines) can be harmful if not used correctly. | | | To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. | | To learn about the people whose job it is to help keep us safe. | | | To learn about what to do if there is an accident and someone is hurt. | | | | | To learn how to get help in an emergency (how to dial 999 and what to say | |
| **Outdoor learning** | Maths linked to place value and addition/subtraction  Exploring habitats in and around our local area | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | |
| **The Gates Great Expectations** | To vote in an election – SMSC – School Council (Democracy).  Take part in the 100 Book challenge | | | | | | | | | | | | | Make a fire and toast a marshmallow  Take a selfie with Santa  To take part in a school production  To learn about people who help us in our community  To follow a basic recipe to make some food/ to bake  To send a letter | | | | | | | | | | | | | | | | |
| **Multi-cultural Link** | Explore the different faiths of BritainExplore music from different cultures | | | | | | | | | | | | | Looking at what it means to be British in modern Britain | | | | | | | | | | | | | | | | |