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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 differencesthrough 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 LondonRWP | Newspaper article about The Great Fire of LondonRWP | Newspaper article about The Great Fire of LondonRWP | Letter to Father ChristmasRWP | Letter to Father ChristmasRWP |
| **Class Novel/Texts** | There’s a Snake in My School – David WalliamsLittle People, Big Dreams – David AttenboroughLittle People, Big Dreams – Rosa ParksA Piece of Home – Jeri WattsThe Twits – Roald Dahl | Vlad and the Great Fire of LondonToby and the Great Fire of LondonCharlie and the Great Fire of LondonThe 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 stopI can use the ‘undo’ icon to fix a mistake | Y1 I can type a simple sentences on the screen, making use of a word bankY2 I can start to use simple keyboard shortcuts Ctrl + B, I, U to edit my text styleI can use spell checker to check my workI can use the ‘undo’ icon to fix a mistakeI can use the return/enter key to insert relevant line breaks | Y1I 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 mistakeY2 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 SKILLSI can add a page borderI can insert a basic table | Y1 I can move to different places in the text using the arrow keys or mouseI can use the ‘undo’ icon to fix a mistakeY2 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 independentlyY2I can arrange clips to make a short film that conveys meaningI can add simple titles and credits | Y1I can create a pictogram by entering data into a simple graphing packageI can use a pictogram to answer simple questionsY2 I can plan a simple Y/N tree diagram to sort information e.g. Branching database -2Question | Y1 Enrichment activitiesY2 I can create and search a branching databaseI can use a database to answer simple questionsI 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) onvarious different objects. | Show a fluent running style andshowing 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/subtractionExploring 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 marshmallowTake a selfie with SantaTo take part in a school productionTo learn about people who help us in our communityTo follow a basic recipe to make some food/ to bakeTo 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 |