



Bevendean Primary School Curriculum

Year 1 Autumn framework

Topic focus: Going to the Zoo and Seasons
and Festivals

English

National Curriculum Aims for Year 1

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Learning this term is linked to going to the zoo.

Learning this term is linked with two mini topics: ‘Going to the Zoo’ and ‘Seasons and Festivals’.

The children will be reading a moral story called ‘Monkey See, Monkey Do.’ They will explore the story and its themes in detail through drama activities, which will include hot seating, role play and using finger puppets. Through the story, they will learn about zoo animals and their habitats and learn to write their own story using the structure of ‘Monkey See, Monkey Do.’ Their stories are then published as picture books, which celebrates their hard work.

Sam, the zookeeper, visits and delivers weekly challenges requesting that the children help him to prepare for the arrival of new animals to the zoo from different environments around the world, for example, Antarctica, a rainforest, plains, ocean and farms. Following Sam’s visit each week, the children have to find and learn information about the animals. They produce imaginary fact files about new species of fish at the end of the unit and these are delivered to Sam to use within his aquarium.

Farmer Paula from Cuddle-Me-Do Mobile Farm visits with pigs, goats, ducks, chickens and rabbits, giving the children hands on experience of farm animals and their needs. The children also visit the Sea Life Centre where they learn more about other species of animals. The visits enable the children to begin to identify and name a variety of common species including fish, amphibians, reptiles, birds and mammals.

‘Handa’s Surprise’ is a story from African culture where Handa sets off on a journey to visit her friend, Akeyo, taking with her a basket full of seven exotic fruits. On her journey, whilst Handa is wondering which fruit her friend will enjoy best, a number of animals start to help

themselves to Handa's fruit without her even realising. The story is used to learn about safari animals.

Poetry is taught in relation to the seasons and Christmas. The story 'Aliens Love Underpants' is read and the children are asked to use their knowledge of Christmas and winter to describe this festive period to the aliens. The children also learn a simple poem and use it as a basis to create their own.

Mathematics

National Curriculum Aims for Year 1

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning this term

A mini zoo is created and the children read and represent amounts in numbers of the animals. They order the enclosures using their knowledge of least and most. They explore addition in the form of adding animals to the enclosure and subtraction in the form of animals escaping. Problem solving is also linked to the mini zoo as the children help Sam, the zookeeper, with problems such as: combining two sets of animals in an enclosure where there are restrictions, for example, only ten will fit.

Shape is taught by going on a shape hunt around the school, during which the children identify and photograph different shapes and learn shape names and properties. They use this knowledge to create zoo animal posters from different shapes, which they then use as a prompt to show Sam, the zookeeper, what they have learnt about shape.

Science

National Curriculum Aims for Year 1

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Seasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

Everyday Materials

- 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 this term

The children learn about variable weather conditions and how they change in the United Kingdom according to the seasons. The story ‘Aliens Love Underpants’ is used as a stimulus. The children learn about weather and have to explain what it is like to the aliens, who are curious about the earth’s weather systems. This is revisited each season.

Whilst designing Christmas decorations for a Christmas tree, a variety of common wild and garden plants, including deciduous and evergreen trees, are identified and named.

The children will learn to describe the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials on the basis of their simple physical properties. When learning about Bonfire night and how we celebrate the gunpowder plot children learn about a variety of light sources both natural and manmade. They will analyse Christmas decorations and use their knowledge of materials to identify the shiniest material with which to create a Christmas decoration.

History

National Curriculum Aims for Year 1

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 1

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Learning this term

The children learn to place personal events on a timeline in order to begin to understand chronology. They draw their family and order them from the youngest to the oldest.

They learn about the Gunpowder Plot and Guy Fawkes through book and computer based research. They find out who he was, what he did and why, and when and where The Gunpowder Plot took place. Using their knowledge, they then act out the events of the plot and learn why this is now celebrated.

Geography

National Curriculum Aims for Year 1

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 1

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Learning this term

The children begin by learning that Sam's zoo is in Scotland. They locate Scotland on a map and identify England. When studying different animals throughout the topic, the children learn where they come from and locate the countries of origin on a map to gain a sense of the wider world.

They compare a variety of environments, including the Arctic, rainforests, African plains, under the sea and farmyards.

Design and Technology

National Curriculum Aims for Year 1

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Learning this term

Children experiment with joining and folding techniques to create swinging monkeys from our 'Monkey See, Monkey Do' focus story.

The children also design and make Christmas decorations which meet two design criteria (decorations have to shine and hang off a tree). This is linked to their work in science on materials and their properties. The finished decorations are then taken home as presents.

Art and Design

National Curriculum Aims for Year 1

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Learning this term

A variety of skills and materials are used to create a collage of zoo animals.

Sam, the zookeeper also sets the children a task. He explains that he has discovered a new species of tropical fish. The children investigate the patterns on the fish and on other animals. They then create their own fish pattern using paper.

When exploring Antarctic animals, children learn to mould clay and add detail with paint to create their own arctic animal for a class display. A variety of textured materials are explored when learning about the seasons and those animals that hibernate during autumn.

Computing

National Curriculum Aims for Year 1

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 1

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Learning this term

The children will learn how to communicate online, safely and respectfully, following e-safety. This includes the internet, electronic communications via mobile phones, games consoles and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology.

During computing lessons, the children will learn how to log on and off and print their work. They will use the program 'Dazzle' (an art and design software tool) to create labelled firework pictures following our history topic on the gunpowder plot.

They will explore websites to find out about animals, using arrows, menus and hyperlinks to navigate. They use CBBC's 'Andy's Wild Adventures', where the children join Andy and Kip on their animal adventure, by watching clips and exploring different environments.

PSHE

National Curriculum Aims for Year 1

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Learning this term

The topic this term is 'New Beginnings' during which the children will spend time getting to know their teacher. A class charter is agreed and the children discuss strategies to help them develop their good learning behaviour. In October, children learn about difference and diversity through stories to celebrate Black History Month and Global Awareness Week. They will be reading well-loved books such as *Elmer* and *Giraffes can't Dance*. The themes in these texts are used to discuss the variety of ways we are similar, different and that difference is not a negative. They take part in role-play and drama activities as well as creating posters and artwork celebrating our individuality and the richness of diversity in our community.

In November all school members actively take part in National Anti-Bullying week. This year, Anti-Bullying Week is calling on children and young people, schools, parents and carers to come together and take action to stop the bullying of ALL children and young people - including disabled children and young people and those with special educational needs. A series of whole school activities will be planned culminating in the school gathering together and sharing their continued commitment and support for each other.

Physical Education

National Curriculum Aims for Year 1

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Key stage 1

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Learning this term

The children will develop their sense of spatial awareness, stopping, starting and playing by the rules through team games such as cat and mouse and the pirate game. They will develop ball skills, learning how to throw under arm, roll a ball, balance balls on bats and bounce balls whilst moving around an area. They will develop their ability pass balls to a partner.

The children observe and experiment replicating animal movements, learning to sequence their movements into short dance routines. They also observe and replicate firework movements, using these to choreograph a class dance.

Religious Education

National Curriculum Aims for Year 1

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

Learning this term

This term the children learn what it means to be part of a group or religion. They explore the creation story through art and design technology where they create a piece of work which represents each day of the creation. They also learn about Christian celebrations with a focus on the nativity story.

Music

National Curriculum Aims for Year 1

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Learning this term

The children will sing and perform a variety of simple songs and learn to play instruments, such as, tambourines, tambours, wood blocks, triangles and maracas with control. Children learn to listen and respond to a range of different styles of music and tap in time with different pulse and rhythms.