



**Year 1 Topic: Living things**

**Term: Autumn 1**

**Topic Length: 6 weeks**

|               |  |   |   |               |   |          |          |
|---------------|--|---|---|---------------|---|----------|----------|
| <b>INTENT</b> | <b>Vision</b>                                  | <b>Together we all discover, learn, grow and succeed</b>  |   |               |   |          |          |
|               | <b>Values</b>                                  | <b>W</b>  | <b>A</b>  | <b>R</b>      | <b>M</b>                                      | <b>T</b> | <b>H</b> |
|               |  | Well-Being  | Aspire  | Relationships | Motivation                                    | Trust    | Holistic |
|               | <b>Curriculum Design</b>                       | <i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i> |   |               |   |          |          |
|               | <b>Learning Behaviours</b>                     |   | <b>Disciplinary Knowledge</b>                           |               | <b>Substantive Knowledge</b>                  |          |          |
|               | Attitudes and attributes for learning and life |   | Know How-Subject specific thinking and problem solving. |               | Know What-Deep learning of the key knowledge. |          |          |

|                               |  |  |                              |                       |  |                        |   |  |                                 |  |                          |  |
|-------------------------------|--|--|------------------------------|-----------------------|--|------------------------|---|--|---------------------------------|--|--------------------------|--|
| <b>IMPLEMENTATION</b>         | <b>Our 10 Key Principles for Effective T&amp;L</b> | <b>High Aspirations</b>  | <b>Inspire and Challenge</b> | <b>Pupil Progress</b> | <b>Positive Habitats</b>   | <b>Variation</b>       | <b>Developing Learning Behaviours</b>                               | <b>Relationships</b>   | <b>Questioning and Feedback</b> | <b>Assessment for Learning</b>   | <b>Subject Knowledge</b> |  |
|                               | <b>Topic Purpose</b>                               | To understand healthy minds, our emotions and how to regulate ourselves.   |                              |                       |  |                        |   |  |                                 |  |                          |  |
|                               |  | Hook: Expressive dance classes surrounding The Colour Monster book/Nurse parent visit/Hospital role play area.   |                              |                       |  |                        | Outcome: To understand how to keep ourselves and our minds healthy. |  |                                 |  |                          |  |
|                               | <b>Main Subjects</b>                               | PSHE   |                              |                       | Science  |                        |   | Art  |                                 | History  |                          |  |
|                               | <b>Key Performance Indicators</b>                  | Recognise different emotions and how they can make us feel.<br>Identify how to regulate our different emotions.<br>Understand who helps us within the community and how to keep ourselves and others safe. |                              |                       | Identify, name, draw and label the basic parts of the human body.<br>Understand which part of the body is associated with each sense.<br>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. |                        |   | Use a range of materials creatively to design and make products a stethoscope and colour monster bottle. |                                 | Lives of significant individuals (Florence Nightingale). To have knowledge of key events in her life and her influence on hospitals. |                          |  |
| <b>Our Overarching Themes</b> | Relationships                                      | Mastery  |                              | Community             | Vocabulary / Oracy   | Being Healthy / Active | Equity of Education   |  | Developing Learning Behaviours  | Fluency  |                          |  |



### Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

| <b>Subject</b> | <b>Key Performance Indicators</b>  |
|----------------|--|
| PE             | Develop movement, balance and agility and apply these to a colour monster emotions dance.  |
| Music          | Perform action songs linked to Harvest (Big Red Combined Harvester) (internalisation)<br>Accompany Harvest songs with basic 4/4 pulse beat (tap) and choose appropriate instruments to represent sounds. |



**Key Objective Progression**

| Prior Knowledge   | Year 1 – Living Things - Key Objectives  | Future Learning   |
|---|--|---|
| <p><b><u>ELG: Understanding the world, people, and communities</u></b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environment might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p> | <p><b><u>Year 1: History</u></b></p> <p>Lives of significant individuals (Florence Nightingale). To have knowledge of key events in her life and her influence on hospitals.</p> | <p><b><u>Year 2 – Ready, Steady Go</u></b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>                                       |
| <p><b><u>ELG: Exploring and using media and materials</u></b></p> <p>Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</p>  | <p><b><u>Year 1: Art</u></b></p> <p>Use a range of materials creatively to design and make products a stethoscope and colour monster bottle.</p>                                 | <p><b><u>KS2: Art</u></b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> |
| <p><b><u>ELG: Understanding the world</u></b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>  | <p><b><u>Year 1: Science</u></b></p> <p>Identify, name, draw and label the basic parts of the human body and understand which part is associated with each sense.</p>            | <p><b><u>Year 3: Science</u></b></p> <p>Identify that human and some other animals have skeletons and muscles for support, protection and movement.</p>   |
| <p><b><u>ELG: Understanding the world</u></b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>  | <p><b><u>Year 1: Science</u></b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</p>                              | <p><b><u>Year 2: Science</u></b></p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p>  |
| <p><b><u>ELG: Personal, social, and emotional development</u></b></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>   | <p><b><u>Year 1: PHSE</u></b></p> <p>Recognise different emotions and how they can make us feel. Identify how to regulate our different emotions.</p>                            | <p><b><u>Year 2: PHSE</u></b></p> <p>Recognise that we are all different and that this is ok.</p>   |
| <p><b><u>ELG: Personal, social, and emotional development</u></b></p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>  | <p><b><u>Year 1: PHSE</u></b></p> <p>Understand who helps us within the community and how to keep ourselves and others safe.</p>   | <p><b><u>Year 2 PHSE</u></b></p> <p>Recognise choices we have in school and understand how to be a positive member of our community</p>   |