

**Year 1 Topic: Amazing Autumn****Term: Autumn 2****Topic Length: 6 weeks**

<b>INTENT</b>	Vision	<b>Together we all discover, learn, grow and succeed</b>					
	Values	<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
	Curriculum Design	<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>	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	To explore aspects of autumn.										
		Hook: Exploring Firework displays/ A teddy who needs a coat to stay dry and warm during Autumn.					Outcome: A collaborative display of firework art and a sound recommendation of materials to make a waterproof coat					
	Main Subjects	Science					Art					
	Key Performance Indicators	<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>					<ul style="list-style-type: none"> <li>Use a range of materials creatively.</li> <li>Use drawing and painting to develop and share their ideas, experiences, and imagination.</li> <li>Develop a wide range of art and design mark making techniques using line.</li> </ul>					
Our Overarching Themes	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...)

Subject	Key Performance Indicators
PE	Outdoor PE (Basketball): I can use the skills I have learnt over this term (bouncing/passing and receiving) and apply them to a game of basketball. Indoor PE (Gymnastics): I can link my actions neatly I can keep my start and finish positions still I can describe my actions.
Music	Accompany Christmas songs with basic 4/4 pulse beat (tap) and Rhythms using unturned percussion (tap and shake). Learning songs for performance in Year 1 Christmas Show Basic ukulele skills 1 <ul style="list-style-type: none"> <li>• How to hold correctly</li> <li>• Label parts- song- My ukulele has a body</li> <li>• Learn to play Thumb Brush Strum song – rhythm X XX XX over open strings</li> </ul>
Geography	I 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
RE	Does God want Christians to look after the world? Concept: God/Creation. I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.



**Key Objective Progression**

Prior Knowledge	Year 1 – Celebrations - Key Objectives	Future Learning
<p><b><u>ELG: Expressive art and design</u></b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used. Children make use of props and materials when role playing characters in narratives and stories.</p>	<p><b><u>KS1: Art</u></b> To use a range of materials creatively.</p>	<p><b><u>Year 2: Art</u></b> To understand Batik is a wax-resistant art technique and practise this using different mediums including wax crayon and watercolour, as well as batik wax and fabric dyes.</p>
<p><b><u>ELG: Expressive art and design</u></b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used. Children make use of props and materials when role playing characters in narratives and stories.</p>	<p><b><u>Year 1: Art</u></b> To use drawing and painting to develop and share their ideas, experiences, and imagination.</p>	<p><b><u>Year 4: Art</u></b> To use etching and tile printing to represent their design</p>
<p><b><u>ELG: Expressive art and design</u></b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used. Children make use of props and materials when role playing characters in narratives and stories.</p>	<p><b><u>Year 1: Art</u></b> To develop a wide range of art and design techniques in using line.</p>	<p><b><u>Year 2: Art</u></b> To develop the use of line, shape and colour through self-portraits using pencil and pastels.</p>
<p><b><u>ELG: Understanding the world</u></b> Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what had been read in class.</p>	<p><b><u>Year 1: Science</u></b> To distinguish between an object and the material from which it is made.</p>	<p><b><u>Year 5: Science</u></b> To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>
<p><b><u>ELG: Understanding the world</u></b> Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what had been read in class.</p>	<p><b><u>Year 1: Science</u></b> To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p><b><u>Year 2: Science</u></b> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>
<p><b><u>ELG: Understanding the world</u></b> Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what had been read in class.</p>	<p><b><u>Year 1: Science</u></b> To describe the simple physical properties of a variety of everyday materials.</p>	<p><b><u>Year 5: Science</u></b> To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p>
<p><b><u>ELG: Understanding the world</u></b> Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what had been read in class.</p>	<p><b><u>Year 1: Science</u></b> To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b><u>Year 2: Science</u></b> To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

