

Essential Question: How are animals different?	Year 1: Autumn Term	Visit: Yorkshire Wildlife Park
Community Links: Harvest Festival – Local Church and a local charity to share food donations. Parents and family member to be invited into school to share the Christmas Performance.	Enterprise Activity (A: Business): Making Bird feeders to sell at the Christmas Fayre	Animal Kingdoms 
Key Outcomes	Key Outcomes	Key Outcomes
<p><b>Reading</b>  Children will focus their reading this term on:  <b>The Rainbow Fish- Marcus Pfister</b>  Children use this book to retrieve simple facts and discuss the characters in the story and their friendships with one another, which also links with the term's character virtue 'social'.  .  <b>All Afloat on Noah's Boat- Tony Mitton</b>  Children will use this book to learn about rhyming and will complete matching exercises to find rhyming couplets. Children will also consider the structure of a fictional text and make some comparisons between this text and a non-fiction text.  <b>Owl Babies- Martin Waddell</b>  Children will use this text to explore a variety of vocabulary, changing verbs and adjectives to make the story even more interesting. Children will select synonyms from a several verbs.  <b>The Gruffalo's Child by Julia Donaldson</b>  Children will use this text to develop their sequencing skills. They will work to complete a variety of activities that sequence the pictures/action in the storybook and later to sequence repetitive prose in the text.  <b>The Magic Finger- Roald Dahl</b>  Children will listen encourage reading for pleasure as it will be shared during story time first. Children will use their predictions skills to consider what might happen next in the story.</p>	<p><b>Writing</b>  <u>Labels, Lists and Captions</u>  Children will establish basic writing skills and label a human body.  <u>Narrative</u>  Children will use repetitive language and signifiers to retell part of 'The Gruffalo's Child' story.  Children will use repetitive language and  <u>Present Information</u>  Following a visit to The Yorkshire Wildlife Park, children will produce an animal fact file.  <u>Recounts</u>  Children will use a plan to write their own recount of the visit to The Yorkshire Wildlife Park.  <u>Poetry</u>  Children will write a simple poem about an animal.</p> <p><b>PE</b>  <u>Gymnastics</u>  Children will copy and explore basic movement with some control and coordination and create different body shapes and balance in different ways.  <u>Multi-skills</u>  Children will learn to travel in different ways and directions and perform the basic fundamental movement skills, balance, coordination and agility.  <u>Dance</u>  Children will copy and explore basic body movements and patterns and begin to link these to sounds and music.  <u>Football</u>  Children will learn basic ball skills and sending and receiving techniques and begin to use these skills in game-based activities.</p>	<p><b>Maths</b>  <u>Place Value</u>  Children will count to and across 100, in multiples of ten and identify 1 more and 1 less using the correct mathematical language.  <u>Addition and Subtraction</u>  Children will use the symbols that represent addition, subtraction and equals. And learn about commutativity. Children will represent and use number bonds to 10 and begin to solve simple mathematical problems.  <u>Geometry</u>  Children will identify, name and explore a variety of 2D and 3D shapes in the real world and identify them based on their properties.</p> <p><b>SMART Values/ Character Development</b>  The focus this term is Social and Motivated.  <u>Social</u>  Children will practise more <b>independence</b> and build <b>confidence</b> as they make the transition from EYFS. They will become familiar with the different daily routines, have their own desk to sit at, use their initiative to keep it tidy, and begin to work more independently within whole class activities and learning. Pupils will take on monitor roles in the classroom to develop their <b>leadership</b> skills. They will partake in the KS1 phase assemblies and build awareness of the KS1 <b>community</b>.  <i>Children will have opportunities to be independent when they visit the Yorkshire Wildlife Park. They will also experience opportunities to be part of a community at the Harvest Festival and they will practice their social skills at</i></p>

<p><b>Computing</b></p> <p><b>Online Safety</b></p> <p>Children will learn how to safely use technology and the Purple Mash online learning platform. They will create their own avatar and picture by exploring the different tools and icons and learn how to save, open and print their own work.</p> <p><b>Collect data to create a pictogram.</b></p> <p>Pupils will understand that data can be represented in picture format, will be able to contribute to a class pictogram and use the pictogram to record the different eye colours in the class.</p>	<p><b>PSHE</b></p> <p><b>Being me in my world</b></p> <p>Children will help others feel welcome, try to make our school community a better place, think about everyone's right to learn, care about other people's feelings, work well with others and choose to follow the learning charter.</p> <p><b>Celebrating differences</b></p> <p>Children will explore the terms the same as, different from. They will look at what is bullying, how to make new friends and celebrating differences amongst their class.</p>	<p><i>the Halloween disco.</i></p> <p><b>Motivated</b></p> <p>Children will continue to develop <b>curiosity</b> as they experience more new learning routines settling into Year 1. They will improve their <b>perseverance</b> skills as they continue to develop as <b>independent</b> learners by overcoming challenges they may face.</p> <p>Children will begin to work <b>collaboratively</b> on the Enterprise initiative, making and selling bird feeders at the Christmas Fair. They will develop a sense of <b>responsibility</b> and <b>pride</b> in striving for a successful outcome.</p> <p><i>Children will motivate one another and themselves during the Year 1 Christmas performance and experience pride in their achievements.</i></p>
<p><b>Music</b></p> <p><b>Animals: Classical Music, Dynamics and Tempo</b></p> <p>Children will use their bodies and instruments to listen and respond to, pieces of classical music that represent animals. They will learn and perform a short song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p> <p><b>Christmas Presentation Unit</b></p> <p>All children from year 1 will be involved in learning and performing a 30-minute presentation which includes singing, optional instrumental parts, acting, movement and dance. Children will perform their Christmas play to parents.</p>	<p><b>RE</b></p> <p><b>Caring for the World - <i>How can we keep the world special?</i></b></p> <p>Children will listen to and retell the Christian and the Jewish creation story. They will consider why our world is a special place and make pupils consider ways in which we can all help care for the world.</p>	<p><b>Art</b></p> <p><b>Painting</b></p> <p>Pupils will use primary colours to paint pictures of animals using different width brushes to make marks of different thicknesses.</p> <p><b>Drawing/ICT</b></p> <p>Pupils will draw animal pictures with art software. They will use simple tools to make lines and shapes and select the correct colours.</p>
<p><b>Science</b></p> <p><b>Animals including Humans</b></p> <p>Pupils will identify, compare and group a range of common animals. They will understand the similarities and differences between fish, amphibians, reptiles, mammals and birds. They will also name examples of omnivores, herbivores and carnivores. They will name and label the main parts of a human body and will associate the senses with particular parts of the body.</p> <p><b>Seasonal Changes</b></p> <p>Pupils will observe seasonal changes all throughout the year. Pupils will observe the changes across the 4 seasons and observe and describe the weather associated with each season. Pupils will gain knowledge in this term to be able to answer the question: How do you know it is Autumn? Pupils will also observe and describe how day length changes.</p>	<p><b>Geography</b></p> <p><b>Seasons</b></p> <p>Linked to science. Pupils will focus on England and ask questions about the weather and seasons. They will observe and record the weather at different times. They will express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p><b>Local Area</b></p> <p>Pupils will investigate the local area around the school and what they can find there. E.g. roads, shops, houses, church. They will represent these features on a simple aerial map of the school.</p>	<p><b>Displays</b></p> <p><b>Maths</b></p> <p>This display will show the children's learning journey and their development of problem-solving skills in place value, linked to our topic.</p> <p><b>Art</b></p> <p>This display will showcase paintings of animals, using primary colours and marks of different thickness.</p> <p><b>PE</b></p> <p>This display will showcase the children's progression in developing their gymnastic skills.</p>

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
<p><b>Children will focus their reading this term on:</b></p> <ul style="list-style-type: none"> <li>• <b>The Rainbow Fish- Marcus Pfister</b> - The Rainbow Fish is a short text which will be read in whole class reading lessons and at story time for enjoyment. We will discuss the characters in the story and their friendships with one another, which will link to our first character virtue 'social'. This will inspire our first writing unit for the term and beginning to consolidate the basics.</li> <li>• <b>All Afloat on Noah's Boat- Tony Mitton</b> -All afloat on Noah's boat is a rhyming text and we will use this text to introduce poetry. We will discuss the different animals in the book and focus on vocabulary, pattern, rhyme and description. We will use this text as a model to write our own poems.</li> <li>• <b>Owl Babies- Martin Waddell</b> - Owl Babies is a picture book which will be used for our writing and inference questions in reading. This sweet tale is great for introducing the concept of emotions and feelings, we will discuss how we think the characters are feeling without their mummy and relate this to our own experiences.</li> <li>• <b>The Gruffalo's Child by Julia Donaldson</b> - The Gruffalo's Child is a longer text which will be used in Autumn in both our reading and writing lessons. Through understanding of the text, it will lead discussion about determination, courage and perseverance, related to the character virtue 'motivated'. We will also look at illustrations in the book and why it has been used to create a spooky atmosphere.</li> <li>• <b>The Magic Finger- Roald Dahl</b> - The Magic Finger is a fantasy story which will be read both in whole class reading lessons and at story time for enjoyment. We will answer questions from a range of content domains and use the book to inspire our creative writing.</li> </ul>	<p><b>Children will develop their writing through the following genres:</b></p> <ul style="list-style-type: none"> <li>• <b>Labels, Lists and Captions:</b> Children will establish basic writing skills by writing labels, lists and captions about themselves, linking to the science topic of the human body.</li> <li>• <b>Narrative:</b> Children will retell well known stories such as 'Owl Babies' and 'The Gruffalo's Child.' They will learn the story using signifiers which will support them, along with story maps and plans, to retell a section of the story. The characters and the settings will be used as a vehicle to address the punctuation and grammar objectives.</li> <li>• <b>Present Information:</b> Following a visit to The Yorkshire Wildlife Park, children will explore non-fiction texts and how to write in an information style. The opportunity to address the punctuation component of using a question mark will be grasped. The end outcome will be a basic 'Animal Fact File' on an animal seen at The Wildlife Park.</li> <li>• <b>Recounts:</b> Children will look at examples of recounts and the features that are included. They will be introduced to how adverbs of time can further support recount writing. Pupils will use a plan to write their own recount of the visit to The Yorkshire Wildlife Park.</li> <li>• <b>Poetry:</b> Children will be introduced to poetry through the key text 'All Afloat on Noah's Boat.' They will enjoy listening to and reciting poems and rhymes. Pupils will then use models and examples to</li> </ul>	<p><b>Throughout the Autumn term, pupils will sing songs and play counting games daily to begin their maths lessons. This repetitive approach will help to consolidate pupils' understanding of numerical worth.</b></p> <ul style="list-style-type: none"> <li>• <b>Number: Place Value</b> – Children will count to and across 100, forwards and backwards from any given number, count in multiples of ten and be able to identify 1 more and 1 less using the correct mathematical language. Manipulatives and pictorial representations will be used to support their learning.</li> <li>• <b>Number: Addition and Subtraction-</b> Children will begin to read, write and interpret mathematical equations using addition (+), subtraction (-) and equals (=) symbols. Children will begin to gain an understanding into the concept of commutativity – knowing that the order of an equation can change but the worth is unaffected. Children will represent and use number bonds to 10 and begin to solve simple mathematical problems.</li> <li>• <b>Geometry: Shape</b> - Children will identify, name and explore a variety of 2D and 3D shapes in the real world and identify them based on their properties.</li> </ul>

<p><b>They will also cover different text types:</b></p> <ul style="list-style-type: none"> <li>• <b>Narrative</b> – Children will study short stories and will perform and learn them off by heart, using signifiers to help them. This will enhance their fluency in reading whilst offering them the chance to look at the vocabulary and illustrations and understand why they have been chosen for the story.</li> <li>• <b>Non-fiction</b> - Children will study non-fiction texts based on the Animal Kingdom topic. This will enhance their subject knowledge whilst offering them the chance to look at a different text type and compare the layout and content with other texts studied this term.</li> </ul> <p><b>Poetry</b> - As a class, children will explore a range of poems during National Poetry Week. Children will perform these poems in small groups and learn the poems off by heart.</p>	<p>write a simple poem that follows a given theme such as an animal and will include appropriate adjectives.</p>	
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