

Art

How can we portray the beauty of the natural world in a picture?

Outcome: Painting of farm fields using different mark makers following our trip to a local farm.

- use artwork to record ideas, observations and experiences
- experiment with different materials to design and make products
- explain what he/she likes about the work of others
- use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.
- explore mark-making using a variety of tools

History

What can we learn from how things have changed? How could we improve things for the future?

Outcome: Write about how farming machinery has changed from the past to now.

- identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)
- relate his/her own account of an event and understand that others may give a different version (historical interpretations)
- find answers to some simple questions about the past from simple sources of information (historical enquiry)
- describe some simple similarities and differences between artefacts (historical enquiry) ☐ sort artefacts from 'then' and 'now' (historical enquiry)
- ask and answer relevant basic questions about the past (historical enquiry)
- talk, draw or write about aspects of the past (organisation and communication)

Geography

Where does our food come from? What can we learn about the places our food comes from? What could we grow ourselves?

Outcome: Create a display to about our food and where it comes from

- 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 e.g. near and far; left and right, to describe the location of features and routes on a map

‘Stewardship of our World’

Autumn 1

How does our local farming community demonstrate stewardship? Can we be better stewards of our world on a local and global scale?

Science

- Ask simple questions and recognise that they can be answered in different ways (Year 1 focus)
- Use simple equipment to observe closely (Year 1 focus) Perform simple tests (Year 1 focus)
- Identify and classify (Year 1 focus) Use his/her observations and ideas to suggest answers to questions (Year 1 focus) Gather and record data to help in answering questions (Year 1 focus)
- 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
- Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Design and Technology

What foods are good for us and why? What decisions can I make about my diet. How can I prepare food safely?

Outcome: Design and Make a Healthy Breakfast Yoghurt

- cut food safely, understand the need for a variety of food in a diet
- group familiar food groups e.g. fruit and vegetables
- measure and weigh food items – using informal methods
- design purposeful, functional, appealing products for himself/herself and other users based on design criteria
- generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- choose materials and explain why they are being used depending on their characteristics
- evaluate his/her ideas and products against design criteria

PE

- Develop Key Physical Skills through games.
- Develop balance, control, coordination
- Develop team work skills

RE

What can we learn about Creation from the Bible? Who made the world? How should we care for our world?

- Retell the story of Creation in the Bible, recognise that Creation is part of the ‘big story’.
- Say what the story tells Christians about God, Creation and the world.
- Discuss what Christians do to say thank you for our world
- Think, talk and ask questions about our world.

Science

- Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum
- Use simple equipment to observe closely including changes over time
- Perform simple comparative tests
- Identify, group and classify
- Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns
- Identify different light sources at home and at school
- Discuss and find out about the uses of light.
- Explore how we can see different objects and how we can see colour
- Investigate how we can change the colours we see using different lenses.
- Use light boxes to experiment with colour and light
- Investigate shadows, how they are made and make our own shadow puppet show
- Explore different materials and find and sort them according to whether they are opaque, transparent or translucent.
- Find out about Nocturnal and Diurnal animals linking to our literacy using the text 'The Owl who was afraid of the Dark'.
- Find out about renewable energy. How is light generated? What other energy sources could we promote?

PSHE

- New Beginnings, making relationships and being a good friend
- Looking after ourselves and personal hygiene
- Developing good mental health and exploring our emotions

'Stewardship of our colourful World' Autumn 2

How can we reduce, reuse and recycle energy/light?
Can we be better stewards of our world on a local and global scale?

History

What can we learn from the past?

Outcome: Present information creatively about Guy Fawkes and Bonfire Night. Find out about WW1 and present information at our community event.

- speak about how he/she has found out about the past (organisation and communication)
- record what they have learned by drawing and writing (organisation and communication)
- show an awareness of the past, using common words and phrases relating to the passing of time
- find answers to some simple questions about the past from simple sources of information (historical enquiry)
- describe some simple similarities and differences between artefacts (historical enquiry)

Art

How can we make 3D pieces of art that relate to light?

Outcome: Make lanterns and tea light holders linked with our learning in RE.

- experiment with different materials to design and make products
- explain what he/she likes about the work of others
- represent things observed, remembered or imagined using colour/tools
- experiment with basic tools on rigid and flexible materials
- he/she is able to make textured collages from a variety of media and by folding, crumpling and tearing material

PE

- Develop Key Physical Skills through games.
- Develop balance, control, coordination
- Develop team work skills

RE

How do different religions celebrate with colour and light?

- Find out about Diwali – Festival of Light. How is it celebrated?
- Research information using books, internet and video clips of real families who celebrate Diwali

Why is Christmas Important to Christians?

- Retell the story of Jesus' birth
- Explore how Christians celebrate Christmas, symbols used in churches at Christmas time
- How Jesus birth fits in to the 'Big Story' of the Bible