

ENGLISH

- Stories with familiar settings
- Stories about Castles and dragons
- Poetry about dragons
- Information texts about Castles
- Daily phonics
- Handwriting

MATHS

- Place Value
- Addition & Subtraction
- 3D shape

SCIENCE- Ourselves and Seasons

Children will identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense

Children will review knowledge of the seasons.
They will recognise changes to the natural environment that happen in autumn.
They will observe changes across the seasons.
They will name the seasons and their order.
They will link the months of the year to the relevant season.

SMSC/PSHE

Being aware of the local community and the differences and similarities between the customs of people in the UK

To develop an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted + tolerated & should not be the cause of prejudicial or discriminatory behaviour.

To enable children s to acquire a broad general knowledge of UK; further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures

RE

Why should we respect and value the planet and life in a variety of forms?

Why do Sikhs celebrate Diwali?



Year 1 Autumn term 2018

Castles



History/Art/DT/Geography

To know the four historic symbols of the United Kingdom

Create their own shield

Begin to learn about the history of the UK

To look at castles in the UK and discuss their uses, how different sorts of jobs might be done in a castle or other homes today

Place significant events onto a class timeline

To make individual sketches of the image *Castle and the Sun* by Paul Klee.

To label features of a Castle

School trip to Chirk Castle/Hillfort

Designing and making a model Castle

Studying Self Portraits

Music/Dance -Singing and playing music and listening to different music styles such as Medieval music

Geography

To use simple fieldwork and observational skills to study the geography of their school.

To use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key.

To use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.

To use basic geographical vocabulary to refer to key physical features and key human features.

COMPUTING

I program and Algorithms -

Children will follow a set if instructions and produce a set of instructions for others to follow.

PE

- Gymnastics
- Dance