







Year One Topic Overview Autumn 1

| Autumn 1 | | | | | | |
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| Marvellous Me! | | | | | | |
| Golden Threads | Our World  | Our Champions  | Our Events  | Our Questions  | Our Creations  | Our Future  |
| | Seasonal changes Redditch | Ourselves The "Lost Son" | Industrial Revolution | What are my senses? How has Redditch changed? What do Christians believe God is like? | Gymnastics Sequence Drawings | Redditch in the future |
| Memorable Experiences | | | | | | |
| English | Narrative Poetry | | | | | |
| Reading For Pleasure | | | | | | |
| Maths | Place Value To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number To count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s To, given a number, identify 1 more and 1 less To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least To read and write numbers from 1 to 20 in numerals and words | | | | | |
| Science | Animals, including Humans & Seasonal Changes To identify, name, draw and label the basic parts of the human body. neck elbows eyebrows earlobes forehead lips tongue cheeks wrist hips thighs To know which part of the body is associated with each sense. To know how to describe textures, sounds and smells using your senses. To know and observe changes across the four seasons. To know, observe and describe weather associated with the seasons and how day length varies. | | | | | |
| Art | Drawing: Make Your Mark To know how to create different types of lines. To explore line and mark-making to draw water. To draw with different media. To develop an understanding of mark making. To apply an understanding of drawing materials and mark-making to draw from observation | | | | | |
| Computing | 1.1 – Online Safety and Exploring Purple Mash To log in safely and understand why that is important. • To create an avatar and to understand what this is and how it is used. • To be able to create a picture and add their own name to it. • To start to understand the idea of 'ownership' of creative work. • To save work to the My Work area and understand that this is private space. To learn how to find saved work in the Online Work area. • To learn about what the teacher has access to in Purple Mash. • To learn how to see messages left by the teacher on their work. • To learn how to search Purple Mash to find resources. To become familiar with the types of resources available in the Topics section. • To become more familiar with the icons used in the resources in the Topics section. • To start to add pictures and text to work. To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. • To explore the Games area on Purple Mash. • To understand the importance of logging out when they have finished. 1.2 – Grouping & Sorting To sort items using a range of criteria To sort items on the computer using the 'Grouping' activities in Purple Mash. | | | | | |
| DT | x | | | | | |
| History | Local Area Study: Redditch To know what Redditch is like now. Town – 81,000 people – Kingfisher Centre, Abbey Stadium, Arrow Valley Park – schools – Redditch Library – Mayor of Redditch To know the historical places that are important in Redditch using different sources. River Arrow, Bordesley Abbey Use photographs, maps and books. To know how the Industrial Revolution changed Redditch. Industrial Revolution took place between 1750-1900 and was when steam engines and other machines allowed things to be made quicker and cheaper, instead of being made in homes. Items were made in factories and transported around the country. Industrial Revolution happened and Redditch grew into an industry town making needles, springs, fishing hooks and | | | | | |

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| | <p>motorcycle parts.</p> <p>To know how Redditch has changed over time.</p> <p>Used to be called Red Ditch because of the colour of the soil near the river.</p> <p>Small village with Monks grew to town because of the Industrial Revolution.</p> <p>It became a New Town in 1964 and the population grew so new buildings were needed – Kingfisher Centre, Abbey Stadium, Arrow Valley Park.</p> <p>Monks in the Abbey controlled the village, but the Abbey was destroyed during Henry VIII's reign and it later turned into a town run by a council and mayor.</p> | |
| Geography | x | |
| Music | <p>Hey You!</p> <p>Introducing Beat</p> | |
| PE | <p>Send And Return 1</p> <p>To slide a beanbag to a target.</p> <p>To hit a ball in different ways with our hands.</p> <p>To move towards a ball to return it.</p> <p>To work with a partner to stop and return a beanbag.</p> <p>To know what a rally is and rally with a partner.</p> <p>To send a ball into space to make it harder for our opponent.</p> | <p>Gymnastics 1</p> <p>To perform 'like' actions in a sequence.</p> <p>To carry and set up apparatus carefully.</p> <p>To perform shapes on both large and small body parts.</p> <p>To take off and land and use shape in our jumps.</p> <p>To travel on our feet, using good body tension.</p> <p>To know how we can create different levels in our performance.</p> |
| RE | <p>UC 1.1 – What do Christians believe God is like? - GOD</p> <p>Make sense of text/beliefs</p> <p>To know and identify what a parable is.</p> <p>To know and tell the story of the Lost Son from the Bible simply.</p> <p>To know and recognise a link with the concept of God as a forgiving Father.</p> <p>To know and give clear, simple accounts of what the story means to Christians.</p> <p>Understanding the impact</p> <p>To know and give at least two examples of a way in which Christians show their belief in God as loving and forgiving.</p> <p>To know and give an example of how Christians put their beliefs into practice in worship.</p> <p>Making connections</p> <p>To think about, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> | |
| PSHE | <p>Being Me In My World</p> <p>To know and understand the rights and responsibilities of a member of a class.</p> <p>To know and understand that their views are important.</p> <p>To know and understand that their choices have consequences.</p> <p>To know and understand their own rights and responsibilities with their classroom</p> | |