





What did the gingerbread man see on his journey?	Derry Hill C of E Primary School	Year 1: Term 1: Autumn 2023	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<b>Science</b>  <b>Seasonal Change: Summer/Autumn</b>  	Sunlight Day length Hours Warm Hot Weather Seasonal Change Rainfall Wind Cold Welly boots Scarf Raincoat Trees Green Orange Brown Red Yellow	<b>Key Skills:</b>  To observe changes across the 4 seasons  To observe and describe weather associated with the seasons and how day length varies  <b>Key Knowledge:</b>  I know that there are four seasons in a year.  I know that we are now moving from the Summer into Autumn.  I know that the weather starts to cool off in the Autumn.  I know that there is more rainfall in Autumn and that there are less hours of daylight.  I know that the months of Autumn are September, October and November.  I know that the tree's leaves begin to turn orange, yellow, brown and red before dropping off of the tree in Autumn.	<b>L.I: I can observe and describe the weather associated with the seasons</b> <b>Lesson 1:</b> Today we will introduce our new topic: Autumn. We will think about what we already know about autumn, as well as discussing the differences between summer and autumn. We will walk around the school to look for signs of autumn, before collecting things to add to our science working wall – this will help support our learning throughout the term.  <b>L.I: I can observe and describe the weather associated with the seasons</b> <b>Lesson 2:</b> Today we will re-cap what we already know about autumn, reminding ourselves of what we know. We will then think about all four seasons of the year and how these differ. We will discuss the changes in weather, the trees, the daylight and the clothes we might wear before completing the 'changes around us' table to demonstrate what we know.  <b>L.I: I can observe changes across the four seasons</b>

			<p><b>Lesson 3:</b> Today we will think about what we know about each season individually. We will focus specifically on trees and how these change across the year. We will then create our own seasonal tree pictures, adding leaves, blossom, snow etc. to each tree dependent on the season.</p> <p><b>L.I: I can gather and record data</b></p> <p><b>Lesson 4:</b> This week we will complete a weather report. We will discuss various ways we can measure weather and what this is likely to look like throughout the autumn. We will create our own weather station and once this is set up will begin gathering and recording our data.</p> <p><b>LI: I can describe the weather associated with the seasons</b></p> <p><b>Lesson 5:</b> Today we will create our own autumn tree. We will think about all the things we have learnt about the changing seasons and what happens in winter. Using a leaf template, we will then create our own trees including key words/facts about autumn.</p> <p><b>LI: I can observe and describe weather associated with the seasons.</b></p> <p><b>Lesson 6:</b> Today we will touch upon the season winter. We will think about what happens during winter and how this not only impacts humans, but animals too. We will explore animals</p>
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			that hibernate and those that don't and what this means. We will then, in groups, sort animals based on whether they hibernate throughout winter or not.
<p><b>Geography</b></p> 	<p>United Kingdom</p> <p>The world</p> <p>Map</p> <p>Compass</p> <p>Key</p> <p>Atlas</p> <p>Globe</p> <p>Birds-eye view</p> <p>Derry Hill</p> <p>Calne</p> <p>Wiltshire</p> <p>Google maps</p>	<p><b>Key Skills:</b></p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Devise a simple map</p> <p>Use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p><b>Key Knowledge:</b></p> <p>I know that I can use a map to look at a specific area of the world</p> <p>I know that a compass is used to determine which way the map must face</p> <p>N = North E = East S = South W = West</p>	<p><b>L1: I am beginning to use aerial photographs to recognise landmarks</b></p> <p><b>Lesson 1:</b> Today we will introduce maps. We will think about what we already know about maps and how maps can be different. We will discuss when maps might be used and if we have ever had to use a map before. We will compare various types of maps, including atlases as well as exploring google earth. We will visit lots of familiar places, considering what a map might show us and why.</p> <p><b>L1: I am beginning to use aerial photographs to recognise landmarks</b></p> <p><b>Lesson 2:</b> Today we will explore the properties of a compass and why these are important on a map as well as thinking about the key on a map. We will discuss the meaning of a birds-eye view and why maps are often viewed in this way. We will work hard to follow a map of the local area, giving instructions to our partner and writing these down.</p> <p><b>L1: I can use simple compass directions and directional language to describe</b></p>

		<p>I know that I can look at maps in books and on the internet</p> <p>I know that a key is used to explain the meaning of symbols on a map</p> <p>I know that my school is in Derry Hill</p> <p>I know that I live in the county of Wiltshire</p>	<p><b>the location of features and routes on a map</b></p> <p><b>Lesson 3:</b> Today we will read the book 'Home' by Carson Ellis. We will think about where we live and talk about the importance of knowing our own address. We will then be given maps of a specific area. We will be given some directional instructions and will need to follow them before plotting landmarks accurately. We will need to use our knowledge of the compass and directional language to support our understanding. We will then check these with Miss Hopes finished map at the end of the lesson.</p> <p><b>L1: I can devise a simple map and construct basic symbols in a key</b></p> <p><b>Lesson 4:</b> Today we will be creating our own maps. We will think about what we will need on our map and why these properties are important. We will then use our knowledge of the school to create a map and a key of the school grounds.</p> <p><b>L1: can devise a simple map</b></p> <p><b>Lesson 5:</b> Today we will attempt to create a map of our own house. We will consider the term ariel view and Miss Hopes will demonstrate her own map on the board to support our understanding. We will consider how we might label our maps and why this is important.</p>
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<p><b>DT</b></p> 	<p>Create</p> <p>Design</p> <p>Make</p> <p>Evaluate</p> <p>Tools</p> <p>Equipment</p> <p>Ingredients</p> <p>Cooking</p> <p>Oven</p> <p>Heat</p> <p>Whisk</p> <p>Safety</p>	<p><b>Key Skills:</b></p> <p>Use a range of materials creatively to design and make products</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a range of materials and components, including ingredients, according to their characteristics</p> <p>Evaluate their ideas and products against design criteria</p> <p><b>Key Knowledge:</b></p> <p>I know how to be safe in the kitchen</p> <p>I know the difference between an ingredient and a piece of equipment</p> <p>I know that I can use different materials to develop my ideas</p>	<p>This term the children will create their own gingerbread men. Miss Hopes will create one too however I think she might accidentally sneak in some magic flour that makes the gingerbread come to life and run away! The children will discuss the importance of rules around the kitchen and think about how we can ensure we are being safe when cooking.</p> <p>The children will also design and create rafts and bridges this term; this will be inspired by our topic story 'The Gingerbread Man'. We will be thinking about the characteristics of our raft or our bridge and what we will need to include to allow the gingerbread man to cross the river safely.</p>

		I know that I can use different tools to further develop my creations	
<p><b>Computing</b></p> 	<p>Keyboard</p> <p>Mouse</p> <p>Click and drag</p> <p>Sequence</p> <p>Programming</p> <p>Error</p> <p>Character</p> <p>Predict</p> <p>Debug</p>	<p><b>Key Skills:</b></p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Begin to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p><b>Key Knowledge:</b></p> <p>I know that a keyboard contains letters</p> <p>I know the mouse helps me control things on the computer screen</p> <p>I know that I can use the click and drag method to help me create</p> <p>I know that I must ask a grown up before doing something new on the computer</p> <p>I know that I can sequence instructions to program something and check whether they are correct.</p> <p>I know that I can debug my predictions if they are wrong.</p>	<p>This term the children will begin to explore simple programming. We will begin by sequencing; putting the instructions for baking a cake in the correct order and correcting them if they are wrong (debugging). We will also explore predict what may happen when sequencing instructions and will execute various programs to see if our predictions are correct. We will use the beebots to direct the gingerbread man through the town, focussing on the idea of programming.</p>
<b>PE</b>	<p>Footwork</p> <p>Balance</p>	<p><b>Key Skills:</b></p> <p>Listen carefully to instructions</p>	<p><b>LI: I try several times at first if I don't succeed and I can ask for help when appropriate.</b></p>



One leg  
 Travel  
 Speed  
 180 degrees  
 Hopscotch  
 Zig zagging  
 Hop  
 Forwards  
 Backwards  
 Fluency  
 Uneven

Keep head up and stay within marked areas

Can ask for help

Balance on one leg

Travel with fluency and speed

**Key Knowledge:**

I know that if I hold my arms out parallel to my body, this will help me balance

I know that I can travel in different ways

I know that I can always ask for help once I have tried independently

I know that I can try things independently before asking for help

I know that stretching is important before exercise/physical activity and why

**Lesson 1:** Today we will explore travelling in different ways. We will side-step in both directions, gallop leading with either foot and hop on either foot. We will begin hop-scotching forwards and backwards with fluency and control and will attempt combining sidesteps with a 180-degree pivot.

**LI: I try several times at first if I don't succeed and I can ask for help when appropriate.**

**Lesson 2:** Today we will continue to hopscotch forwards and backwards and will introduce alternative footwork. We will complete a 3-step zig zagging pattern forwards and backwards and will gradually increase our speed across the session.


**LI: I can work on simple tasks by myself**

**Lesson 3:** Today we will continue to build up fluency and speed. We will attempt to move in a 3-step zig zag pattern, with a knee raise across our body before changing lead leg and direction.

**LI: I can work on simple tasks by myself**

**Lesson 4:** Today we will focus on balance. We will stand still on each leg for 10 seconds. We will then up this to 30 seconds. We will attempt to complete 5 mini squats without losing our balance on each leg.

**LI: I can follow instructions and practise safely.**

			<p><b>Lesson 5:</b> Today we will introduce standing still on one leg for 30 seconds with our eyes closed. We will continue to complete 5 mini squats on one leg and will then try 5 ankle extensions, maintaining balance throughout.</p> <p><b>L1: I enjoy working on simple tasks with help.</b></p> <p><b>Lesson 6:</b> Today we will introduce standing still on an uneven surface for 30 seconds. If mastering this, we will try with our eyes closed. We will then attempt to complete 10 squats into ankle extensions whilst maintaining balance.</p>
<p><b>PSHE</b></p> 		<p><b>Key Skills:</b></p> <p>Follow rules and expectations, inside and outside of school</p> <p>Engage in discussion</p> <p>Listen to others and respond to their thoughts and opinions</p> <p><b>Key Knowledge:</b></p> <p>I know the rules and expectations of the classroom</p> <p>I know that if I follow the rules I will be praised and if I don't there will be a consequence</p> <p>I understand the impact my behaviour can have on others</p>	<p>In PSHE this term we will explore rules and expectations. We will discuss the rules and expectations in place at school and how these might be different outside of school, as well as thinking about why rules are important. We will discuss internet safety and think about what we already know about this. We will discuss friendship and taking turns and how this impacts us in school as well as outside of school.</p>



		<p>I understand I must keep all my personal information to myself when using the internet</p> <p>I know who I can talk too if I feel worried about something online</p> <p>I recognise acts of kind behaviour and how this will impact my relationships inside and outside of school</p>	
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