



<p>What did the gingerbread man see on his journey?</p>	<p>Derry Hill C of E Primary School</p>	<p>Year 1: Term 1: Autumn 2025</p>	
<p>National Curriculum Subject</p>	<p>Key Vocabulary</p>	<p>Key Skills and Knowledge</p>	<p>Learning Intention and Implementation</p>
<p><b>Science - Materials</b></p> 	<p>Material Fabric Wood Plastic Metal Property Opaque Transparent</p>	<p>I can identify and name a variety of everyday materials.</p> <p>I can distinguish between an object and the material it is made from.</p> <p>I can describe the properties of everyday materials.</p> <p>I can identify objects that are natural and those that are manmade.</p> <p>I can predict and identify if an object will float or sink.</p> <p>I can explore which materials are best for different objects.</p>	<p>The children will be working through a sequence of six lessons where they will learn how to distinguish between an object and the material from which it is made. They will also learn how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. They will be describing the simple physical properties of a variety of everyday materials. They will also learn how to compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
<p><b>Geography</b></p> 	<p>United Kingdom The world Map Compass Key Atlas Globe</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>We will be looking a variety of maps and talking about when and why we use maps, we will also have some fun exploring google earth and looking at school and the village. We will think about where we live and the importance of knowing our own address, using the book Home by Carson Ellis as a starting point. We will</p>

	<p>Birds-eye view  Derry Hill  Calne  Wiltshire  Google maps</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>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>begin exploring compasses and begin to understand the basic compass points. We will use the school grounds to further develop our locational and directional language. We will have a go at creating our own simple maps, thinking about what we need to put on our map, and why.</p>
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## RE – The Creation Story



God  
Christians  
Creation  
The Bible  
Old Testament  
Genesis  
The World  
Light/Dark  
Day/Night  
Sun  
Moon  
Stars  
Animals  
Creatures  
Land  
Sea  
Humans  
Animals

### Key Skills:

I can use some religious words and phrases

I can talk about my own experiences and feelings, in relation to religion and belief.

I can recall, and begin to retell, religious stories.

### Key Knowledge:

I know that Christians believe that God created the universe.

I know that the earth and everything in it are important to God.

I can sequence the creation story and know the importance Christians attach to a day of rest.

I know that Christians believe they should care for the world because it belongs to God.

We will begin by making our own creations, thinking about how we feel about our creations and how important they are to us.

We will be listening to, retelling and recreating the creation story. We will use lots of art while learning about the creation story, and retell the story to help us learn the sequence of the story

## DT



Create  
Design  
Make  
Evaluate  
Tools  
Equipment  
Ingredients  
Cooking


### Key Skills:


Use a range of materials creatively to design and make products

Select from and use a range of tools and equipment to perform practical tasks

Select from and use a range of materials and components, including ingredients, according to their characteristics

This term the children will create their own gingerbread men. Mrs Burr 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>Oven Heat Whisk Safety</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>I know that I can use different tools to further develop my creations</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>
<p><b>Computing</b></p> 	<p>Keyboard Mouse Click and drag Sequence Programming Error Character Predict 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 that I must ask a grown up before doing something new on the computer</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>

		<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 style="text-align: center;"><b>PE</b></p>	<p>Footwork</p> <p>Balance</p> <p>One leg</p> <p>Travel</p> <p>Speed</p> <p>180 degrees</p> <p>Hopscotch</p> <p>Zig zagging</p> <p>Hop</p> <p>Forwards</p> <p>Backwards</p> <p>Fluency</p> <p>Uneven</p>	<p><b>Key Skills:</b></p> <p>Listen carefully to instructions</p> <p>Keep head up and stay within marked areas</p> <p>Can ask for help</p> <p>Balance on one leg</p> <p>Travel with fluency and speed</p> <p><b>Key Knowledge:</b></p> <p>I know that if I hold my arms out parallel to my body, this will help me balance</p> <p>I know that I can travel in different ways</p> <p>I know that I can always ask for help once I have tried independently</p> <p>I know that I can try things independently before asking for help</p> <p>I know that stretching is important before exercise/physical activity and why</p>	<p>Our Wednesday PE sessions will be undertaken by a specialist PE coach from In2Sports.</p> <p>During our Monday sessions we will be developing our fundamental movement skills. This term we will be exploring different ways to travel, such as side-set, gallop, hopping and moving forwards and backwards. We will make patterns with our movements and further develop our balance skills, in different ways.</p>

**PSHE**



Respect  
Responsibility  
Rules  
Expectations  
Family  
Friends  
Friendships  
Internet  
Safe/ty

**Key Skills:**

Follow rules and expectations, inside and outside of school

Engage in discussion

Listen to others and respond to their thoughts and opinions

**Key Knowledge:**

I know the rules and expectations of the classroom

I know that if I follow the rules I will be praised and if I don't there will be a consequence

I understand the impact my behaviour can have on others

I understand I must keep all my personal information to myself when using the internet

I know who I can talk too if I feel worried about something online

I recognise acts of kind behaviour and how this will impact my relationships inside and outside of school

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.

**Music**

beat  
rhythm  
melody  
rhythmic pattern

**Key Skills:**

I can recognise high and low pitch, fast and slow tempos and say if the music is loud or soft.

We will be listening to a variety of music and songs and move in time to the music. We will be clapping in time to the beat and we will learn the difference between a beat and a



body percussion  
strings  
string instruments  
wind instruments  
violin/cello  
woodwind  
flute  
glockenspiel  
pitch  
tempo  
verse  
chorus

I can name 3 instruments and say which plays at the highest and lowest pitch.

I can move to the pulse of a popular song.

I can listen to and repeat short rhythmic patterns.

I can invent short rhythmic phrases using different parts of my body to make different sounds.

I can recall and sing the short gingerbread man song from the story and join in the re-telling of the story.

I can learn and sing a song with my class, keeping the tune.

rhythm, and make our own rhythmic phrases. We will be watching and listening to The Gingerbread Man, told through music. We will identify the instruments used in this musical story, and think about the type of sounds they make, such as high or low sounds. We will use percussion instruments to make sounds to match different animals. We will also have a go at playing the Gingerbread Man's song using glockenspiels.