

Phase: Class 1

Cycle/Term: Cycle 1 - Autumn

Time Allocation: Whole term

Teachers: Mrs Gray



### Geography

Children will study maps and learn about Ordnance Survey symbols. They will create their own maps around the classroom, school and local area. They will link these to the kinds of maps and navigation systems which Pirates would have used.

### History

The children will look at famous Pirates and compare their successes. They will learn all the features of a pirate ship and will be able to confidently label a ship. They will look at famous explorers, such as Walter Raleigh, Francis Drake and Captain (from their book).

## Pirates

### Art & DT

Art - Children will use drama, dance and plays scripts to enact life on a Pirate Ship. They will make props and hats to use in various role play activities, using their knowledge of colour mixing and painting skills. Children will sketch famous pirates, design pirate maps, make their own telescopes and make gold coins.

D&T – Children will learn about healthy eating and refer to the Eatwell plate. Making comparisons between their diet and the diet of a Pirate. They will make a treasure chest using various materials and look at different fabrics.

### Science

Children will look at materials and forces. Push and Pull – How would you get a boat across water? Forces – What is the best form of propulsion for a cannonball? Floating & Sinking – What makes a good boat float? They will test various materials which could be used to make a sail, introducing the ideas of wind resistance and which materials would be suitable for pirate clothing.

### Religious Education

Children will set targets for their new school year and discuss the importance of target setting and setting goals. They will look at various pirate symbols, such as the Jolly Rogers, and talk about their importance. They will look at religious symbols and signs which are important in many religions. Children will look at different celebrations throughout the Autumn and Christmas traditions in many different countries, comparing and contrasting these.

### Visits

### Visitors

Pirate themed fancy dress day

### Resources

Captain Flinn and the Pirate Dinosaurs (x4 books)  
Pirate nonfiction texts

**Numeracy across the curriculum:**  
Looking at coins and notes.

Comparing UK Sterling to the Euro in the Travel Agents Role Play area.

**Literacy across the curriculum:**  
Captain Flinn and the Pirate Dinosaurs  
History of Pirates  
Character Profiles – famous Pirates  
Poetry  
Adventure story  
Wanted Posters

**PSHCE across the curriculum:**  
Right and Wrong – recognise what is right and wrong, fair and unfair.  
Rewards & Sanctions – looking at rewards and punishments on Pirate ships and within the school setting.

**History**

Enquiry and Investigation  
He/she can observe or handle evidence to ask questions and find answers to questions about the past.  
He/she can ask questions such as: What was it like for people? What happened? How long ago?  
He/she can use artefacts, pictures, stories, online sources and databases to find out about the past.  
He/she can identify some of the different ways the past has been represented.

He/she knows the importance of rules and to recognize the difference between right and wrong and what is fair and unfair.

Historical understanding  
He/she can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.  
He/she can give simple reasons as to why key events happened in history.  
He/she can create historically valid questions about similarities and differences.  
He/she can choose appropriate questions to answer questions about specific people and events; going beyond simple observations.  
He/she can discuss the impact of significant historical events, people and places in their own locality

**Geography**

Enquiry and Investigation  
He/she can ask questions about places.  
He/she can use information books to compare the similarities and differences between places.

Locational Knowledge  
He/she can name and locate the seven continents and five oceans.  
He/she can locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.

Human and Physical Geography  
He/she can identify seasonal and daily weather patterns in the UK.  
He/she can use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).  
He/she can use basic geographical vocabulary to refer to key human features (city, town, village, factory, farm, house, office, post, harbour and shop)

Following directions and maps  
He/she can use 4 points on a compass; North, South, East and West.  
He/she can read and interpret the globe as a flat map.  
He/she can identify and interpret relief maps.  
He/she can draw a route showing features.

**Art and Design**

He/she can explore movement skills and create movement patterns in response to stimuli.

Developing/ Applying Ideas  
He/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.

Drawing with pencil  
He/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines

Drawing with coloured pencil  
He/she can keep within the lines of a drawing when adding colour.

Painting  
He/she can hold a brush correctly and use different types and sizes of brush.  
He/she can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.  
He/she can mix colours and describe how to make them.  
He/she can control paint and water to mix paint of different thicknesses.  
He/she can load a brush with the correct amount of paint and choose the correct brush size.  
He/she can use different brush types to make different marks: lines, blobs, dots, dashes.

**Design & Technology**

Food  
He/she can name foods from each section of the EatWell plate and understands they should eat at least 5 portions of fruit and vegetable each day.  
He/she can use the right tools to peel, grate and chop.  
He/she can read a simple scale to measure and weigh out ingredients.  
He/she understands that food comes from plants and animals and has to be farmed, grown or caught.

Design  
He/she can tell someone about his/her design ideas.  
He/she can make a mock up of his/her design and discuss it.  
He/she can create a drawing of his/her idea and templates for his/her design.

Make through exploring and assembly  
He/she can find ways to make his/her structures more stable so they are freestanding. e.g. The use of a base, overlapping joints.  
He/she can cut along straight lines, curved lines and shapes marked out by a template.

**Music**

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He/she can cut along straight lines, curved lines and shapes marked out by a template.

**Science**

Materials  
He/she can distinguish between an object and the materials from which it is made.  
He/she can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  
He/she describe the simple physical properties of a variety of everyday materials.  
He/she can compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes  
He/she can observe changes across the four seasons.  
He/she observe and describe weather associated with the seasons and how day length varies.

**Religious Education**

KS1 Celebrations  
To identify and suggest meanings for religious symbols using a range of religious and moral words and exploring how they express meaning.

**Phase: Class 1**

**Cycle/Term: Cycle 1 - Spring**

**Time Allocation: Whole term**

**Teachers: Mrs Gray**



### Computing

The children will use iPads and Scratch software to create animations with animal sprites which interact with each other. They will learn to debug programs and solve problems. They will use ICT to research different animals and plants from other countries.

### Geography

Children will continue their mapping skills and look at specific countries around the globe. They will write an information of another country and include information about animals and plants. They will learn about packing items for a holiday in a suitcase and what is suitable for different environments and climates. They will discuss differences in climates around the globe and different environments in their local area.

### Design

The children will talk about themselves in circles times and create a class passport/factfiles about Class 1. They will read and act out stories from children in other countries.

## **Safari**

### Art

Children will identify flags from around the globe and design their own various of flags. They will also junk model different features from around the globe. They will use animal print and traditional tribe patterns to create their own artwork.

### Science

The children will learn about a variety of animals and plants and understand the natural habitats of these animals and plants, including fish, amphibians, reptiles, birds and mammals. The children will learn that some animals are endangered and will create posters and leaflets about these.

### Religious Education

Children will look at special places in the world and that we need to treat them properly. Children identify a special place for them. They will identify special places in the local area and write rules to protect that special place. They will listen to and recall the creation story. The children will also talk about how we should treat the world and create pictures (in pairs) of how the world should look and how it could look if we did not look after it.

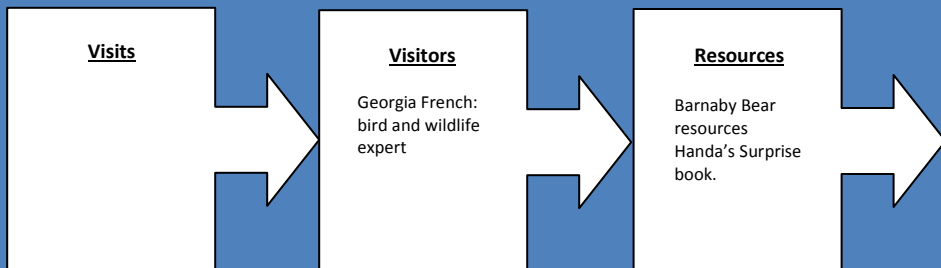
### Visits

### Visitors

Georgia French:  
bird and wildlife  
expert

### Resources

Barnaby Bear  
resources  
Handa's Surprise  
book.



### Numeracy across the curriculum:

Counting the number of animals.  
Counting arrays of animals.

### Literacy across the curriculum:

Handa's Surprise  
Barnaby Bear  
Fiction from other cultures

### PSHCE across the curriculum:

#### Geography

##### Map Making

He/she can draw around objects to make a plan.  
He/she can draw maps of real life and made up places.  
He/she can create keys for symbols on his/her map.

##### Enquiry and Investigation

He/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.

##### Locational Knowledge

He/she can name and locate the world's seven continents and five oceans using globes, maps and atlases.

He/she can name and locate the four countries and capital cities of the UK.

##### Human and Physical Geography

He/she can identify hot and cold areas of the world in relation to the Equator and North and South Poles.  
He/she can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  
He/she can use basic geographical vocabulary identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop.

##### Following directions and maps

He/she can draw a route showing features.

#### Art and Design

##### Developing/ Applying Ideas

He/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.  
He/she can use a range of materials creatively to design and make products.

##### Drawing With pencil

He/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines

##### Drawing With wax crayon

He/she can push down to make bold and strong lines and apply less pressure to make soft lines.

##### Drawing With coloured pencil

He/she can keep within the lines of a drawing when adding colour.  
He/she can begin to recall all the equipment needed for an art session.

#### Design & Technology

##### Design

He/she can tell someone about his/her design ideas.  
He/she can make a mock up of his/her design and discuss it.  
He/she can create a drawing of his/her idea and templates for his/her design.  
He/she can use IT to explore his/her design ideas. e.g. Use the internet to research design ideas or use a basic paint program to draw his/her design.

##### Make

He/she can join fabrics using staples and a running stitch  
He/she can decorate textiles using buttons, beads, sequins, braids & ribbons.  
He/she can cut along straight lines, curved lines and shapes marked out by a template.  
He/she can colour fabrics using paints to print and paint.

##### Evaluate

He/she can say what they like and do not like about existing products.  
He/she can say how well his/her designs and product met the given design criteria.

#### Science

##### Plants

He/she can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  
He/she can identify and describe the basic structure of a variety of common flowering plants, including trees.

##### Animals, including humans

He/she can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  
He/she can identify and name a variety of common animals that are carnivores, herbivores and omnivores.  
He/she can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  
He/she can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### Computing

C.1.1.2. Use technology purposefully to create and manipulate digital content.

C.1.1.1. Use technology purposefully to organise, store and retrieve digital content

C.1.2.1. Recognise common uses of information technology beyond school.

C.1.1.1. Use technology safely and respectfully.

C.4.1.4. Be discerning in evaluating digital content.

C.4.1.1. Select, use and combine a variety of software (including internet services) on a range of digital devices.

C.4.1.2. Design and create a range of programs, systems and content that accomplish given goals.

C.4.2.1. Use search technologies effectively.

C.4.2.2. Appreciate how search results are selected and ranked.

#### Religious Education

##### KS1 Unit 1.2 New Beginnings

Recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives.



### Numeracy across the curriculum:

Geometry – looking at shapes in nature.

### Literacy across the curriculum:

The Lighthouse Keeper's Book series.  
Rainbow Fish  
Puppet shows  
Seaside poems  
Post cards and leaflets

### PSHCE across the curriculum:

Staying Safe in the sun → healthy living

### History

#### Periods in history

He/she can discuss significant events and people from the wider world, within and beyond their living memory

#### Historical enquiry

He/she can examine and compare artefacts.  
He/she can choose appropriate sources to answer questions about specific people and events.

#### Enquiry and Investigation

He/she can observe or handle evidence to ask questions and find answers to questions about the past.

He/she can ask questions such as: What was it like for people? What happened? How long ago?  
He/she can use artefacts, pictures, stories, online sources and databases to find out about the past.  
He/she can identify some of the different ways the past has been represented.

#### Historical understanding

He/she can give simple reasons as to why key events happened in history.  
He/she can create historically valid questions about similarities and differences.

### Geography

#### Enquiry and Investigation

He/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.

#### Following directions and maps

He/she can use 4 points on a compass; North, South, East and West.  
He/she can read and interpret the globe as a flat map.  
He/she can identify and interpret relief maps.  
He/she can draw a route showing features.

#### Geographical Skills and Fieldwork

He/she can use world maps, atlases and globes to identify areas in the United Kingdom.  
He/se can use simple compass directions (North, South, East, West) and locational direction (near, far, left, right).

### Art and Design

#### Developing/ Applying Ideas

He/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.

He/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines  
He/she can keep within the lines of a drawing when adding colour.  
He/she can push down to make bold and strong lines and apply less pressure to make soft lines.

#### Drawing With pastel/charcoal

He/she make faint, soft lines and apply more pressure to make stronger lines.  
He/she can blend and smudge.

#### Painting

He/she can hold a brush correctly and use different types and sizes of brush.  
He/she can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.  
He/she can mix colours and describe how to make them.

He/she can control paint and water to mix paint of different thicknesses.

He/she can load a brush with the correct amount of paint and choose the correct brush size.  
He/she can use different brush types to make different marks: lines, blobs, dots, dashes.

#### Independent Artist

He/she can begin to recall all the equipment needed for an art session.  
He/she can help prepare and clear away his/her paint area.

#### Art in Context/History

He/she can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers.  
He/she can describe how his/her own work is similar and/or different to the work of well known artists and designers.

### Computing

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C.4.1.2. Design and create a range of programs, systems and content that accomplish given goals.

C.4.2.1. Use search technologies effectively.

C.4.2.2. Appreciate how search results are selected and ranked

### Religious Education

#### KS1 Places

Communicate their ideas about what matters most, and what puzzles them puzzles, in relation to spiritual feelings and concepts.

### Music

#### Composing

He/she can use his/her body to make sounds: loud/quiet, fast/slow, long/short, high/low.  
He/she can use his/her voice to do: humming, whispers, whistles.

He/she use short given patterns in his/her compositions.

He/she can say what they like and do not like about other's performances.