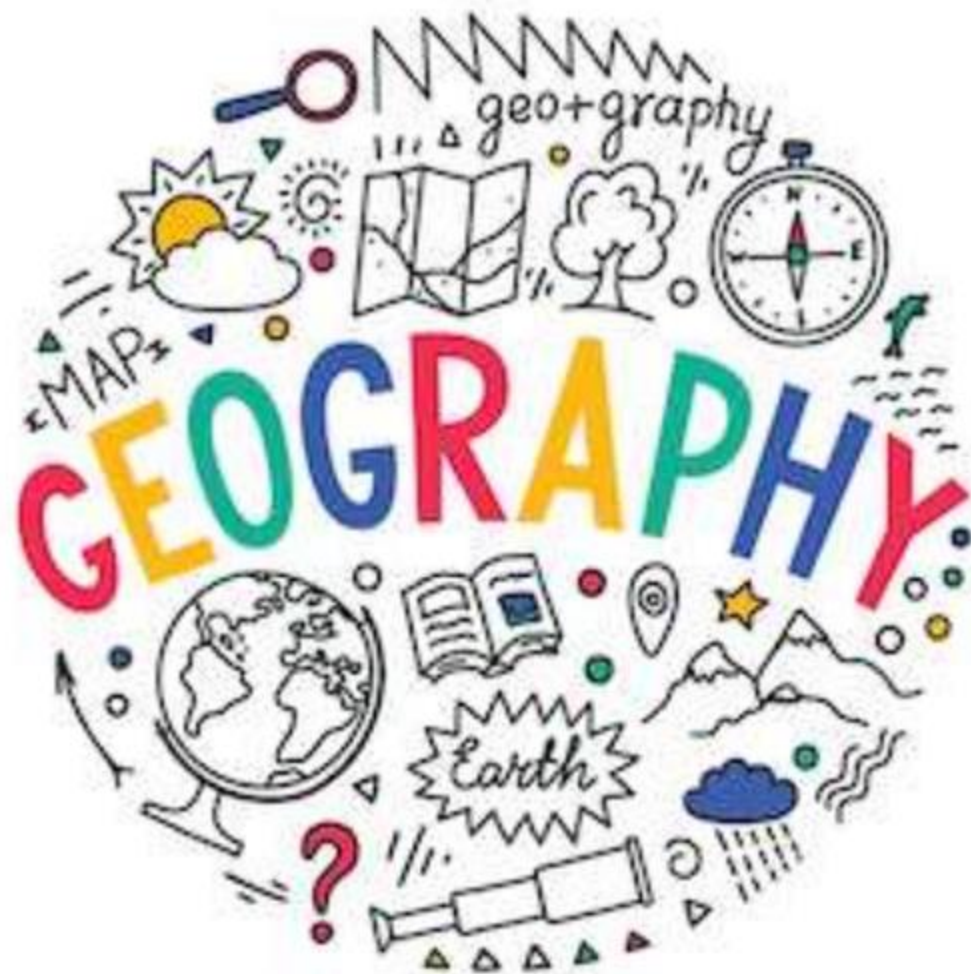




Subject: Art		Term: Autumn 1		Topic: Drawing: Exploring Line and Shape		
The Big Question: How can you make your mark?				Skills Builder Focus this term:		
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Objective	To explore control and pressure to create different types of lines.	To practise drawing different lines using music as a stimulus..	To connect lines to create shapes	To explore lines and shapes in pictures for portrait drawing.	To use control and pressure skills to add colour to a drawing	To create an artist-inspired artwork using lines and shapes.
Sequential Steps	• I can talk about an artist and their work. • I can draw different types of lines with a range of materials. • I can press hard and light to create different types of lines. • I can describe lines using the words I have learnt. 	• I can identify different types of lines in a drawing. • I can draw lines reflecting what I hear in music, changing my pressure and control. • I can select different materials to make lines.	• I can identify organic shapes. • I can connect lines to create a shape. • I can use different types of lines to create a shape.	• I can identify basic shapes in works of art and everyday objects. • I can talk about what I like and dislike in a piece of art. • I can use shapes to draw a face.	• I can change how hard I press to make a colour lighter or darker. • I can colour within lines consistently. • I can choose colours taking inspiration from Paul Klee.	• I can use drawing materials to fill a shape with lines and shapes. • I can notice and talk about how my art looks like Brianna McCarthy's and how it's different. • I can describe lines, shapes and colours seen in Brianna McCarthy's work and my own.
Question Driver	How can different types of lines be drawn?	How did your drawing change depending on the music?	How can you use different materials to colour in larger/smaller areas?	Can you describe some of the shapes you can see in a piece of artwork?	How can you use different pressures to make this colour darker/lighter?	What shapes and lines will you draw?
Assessment for Learning Opportunities	Can children demonstrate a variety of different lines.?	Can children work collaboratively? Can children talk about the changes?	Can children draw round shapes? Can they say which media they like and why?	Can the children use a range of shapes to draw a face?	Are the children able to adjust their pressure to change tones?	Post unit assessment



Subject: Computing		Term: Autumn 1		Topic: 'Keeping Safe and Exploring Technology'		
The Big Question: What is technology and how do I stay safe? Zip It, Block It, Flag It				Skills Builder Focus this term:		
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Objective	I can talk about ways to stay safe when using technology.	I can explain why it is important to take breaks from screens.	I can explain how to stay safe when exploring online.	I can identify technology in my home and understand what the internet is.	I can explain how technology helps people every day.	I can explain how control technology works.
Sequential Steps 	• Talk about the devices we use at home and school. • Discuss what "safe" means. • Learn the online safety rule: Zip It, Block It, Flag It. • Create an online safety agreement together.	• Discuss activities children enjoy online. • Compare screen activities with outdoor and physical activities. • Explore why our bodies and brains need breaks. • Talk about how our screen use affects others around us.	• Explore how the internet helps us learn about new places. • Compare going online to travelling in the real world. • Discuss rules for safe internet use. • Sort safe and unsafe online situations.	• Identify technology found at home. • Introduce the internet as a way devices connect and share information. • Sort devices into internet-connected and non-internet-connected. • Talk about how these devices help us.	• Look at technology used in shops and community spaces. • Discuss how shops use technology. • Explore different jobs that use technology. • Talk about how technology helps people.	• Explore toys and devices we control. • Identify buttons, switches and controls. • Discuss what happens when we give instructions. • Compare different control devices. • Explain how each device works.
Question Driver	How can we stay safe when using technology?	Why should we take breaks from screens?	How is staying safe online similar to staying safe in real life?	What is the internet and how do we use it?	How does technology help people?	How do we control machines and technology?
Assessment for Learning Opportunities	Can children explain one way to stay safe online?	Can children explain why breaks are important?	Can children make links between online and real-world safety?	Can children name devices connected to the internet?	Can children explain how technology helps people?	Can children explain how a device works?



Subject: Geography		Term: Autumn 1		Topic: What is it like here?		
The Big Question: How can we explore and improve the place where we learn?				Skills Builder Focus this term:		
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Objective	To locate the school on an aerial photograph.	To create a map of the classroom	To locate key features of the playground.	To draw a simple map.	To investigate how we feel about our playground.	To create a design to improve our playground.
Sequential Steps 	Pre Assessment – Where is our school? - Look at an aerial photograph. - Identify familiar features. - Find the school building. - Talk about where the school is located. - Name the village, town or city and country.	- Explore the classroom. - Identify key features and objects. - Place objects to create a simple "messy map". - Describe locations using directional language. - Explain where features are found.	- Walk around the school grounds. - Observe important features. - Name and record the features found. - Describe where features are located. - Use directional language to explain locations.	- Recall features seen around the school. - Decide which features to include. - Draw a simple outline map. - Add features using shapes and symbols. - Explain what the symbols represent.	- Discuss different areas of the playground. - Share opinions about favourite and least favourite places. - Complete a simple questionnaire. - Collect class responses. - Talk about the results.	- Review survey results. - Identify areas needing improvement. - Generate ideas for change. - Draw a playground improvement design. - Explain how the design improves the space.
Question Driver	Where in the world are we?	What can we see in our classroom?	What can we find in our school grounds?	What are the different places in our school?	How do we feel about our playground?	How can we make our playground better?
Assessment for Learning Opportunities	Can children identify the school on an aerial photograph and name the place and country where they live?	Can children represent classroom features and use simple positional language to describe locations?	Can children identify key playground features and describe their location using directional vocabulary?	Can children create a simple map using basic symbols and recognisable features?	Can children express their opinions and record them through a questionnaire?	Can children use survey findings to create and explain a design that improves the playground?



Subject: Music		Topic: Rhyming in Time				
The Big Question: How does music help us move, sing and perform together?				Skills Builder Focus this term:		
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Objective	To find and move to the beat in music.	To chant and rap in time with a steady beat.	To identify tempo and move appropriately to fast and slow music.	To sing and move in time with music.	To perform a song confidently with actions.	To demonstrate understanding of beat, pulse and tempo through performance
Sequential Steps 	Introduce beat/pulse through <i>Find the Beat</i> . Practise clapping, walking and moving to the pulse. Learn Verse 1.	Explore rapping and chanting. Use animal voices and actions from <i>Find the Beat</i> . Perform sections with and without backing track.	Listen to <i>Mattachins</i> and <i>Trepak</i> . Compare tempos and move in time using different actions. Introduce tempo vocabulary.	Become "Beat Detectives", identify movements in time with music and begin learning <i>Dancing Dinosaurs</i> . Compare rapping and singing.	Practise singing <i>Dancing Dinosaurs</i> . Add actions, cues and performance skills. Work collaboratively in groups.	Perform songs and movements. Respond to <i>Scherzo</i> through movement. Reflect on learning and share performances.
Question Driver	What is the beat in music?	How can we keep a steady beat when we rap?	How does tempo change the way we move?	What is the difference between singing and rapping?	How can we perform confidently together?	What have we learned about beat, pulse and tempo?
Assessment for Learning Opportunities	Can children move and clap in time with the beat?	How can we keep a steady beat when we rap?	Can children identify fast and slow tempos and respond appropriately?	Can children sing and move in time with the music?	Can children participate confidently in a group performance?	Can children explain and demonstrate beat, pulse and tempo through performance and discussion?



Subject: PE		Topic: Gymnastics				
The Big Question: How can we move, balance and travel with control and confidence in gymnastics?				Skills Builder Focus this term:		
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Objective	To perform basic gymnastics shapes with control.	To travel in different ways using hands and feet.	To perform and develop rolling actions safely.	To balance confidently on different body parts and apparatus.	To jump and land safely with control.	To link actions together into a simple sequence.
Sequential Steps 	Teach floor shapes: tuck, pike, straddle, front support, back support and V-sit. Practise and then rotate through stations.	Teach travelling actions: bear walk, crab walk, bunny hop, frog jump and inchworm. Practise then rotate through stations.	Teach log rolls, egg rolls and supported forward rolls. Focus on tucked chin and rounded body. Practise then stations.	Teach one-foot balances and still balances. Explore balancing on floor before practising on beam station.	Teach safe take-off and landing ("magic chair" position). Explore jumps for height and distance. Practise then stations.	Teach children to link a travel, roll, balance and jump together into a short sequence. Apply learning at stations.
Question Driver	What shapes can our bodies make?	How can we travel in different ways?	How do we roll safely?	What helps us stay balanced?	What makes a good landing?	How can we join movements together smoothly?
Assessment for Learning Opportunities	Can children hold shapes with control for 3 seconds?	Can children travel using different body parts with coordination?	Can children roll safely with a tucked chin?	Can children maintain balance and stillness?	Can children demonstrate safe jumping and landing technique?	Can children perform a simple sequence including travel, roll, balance and jump?

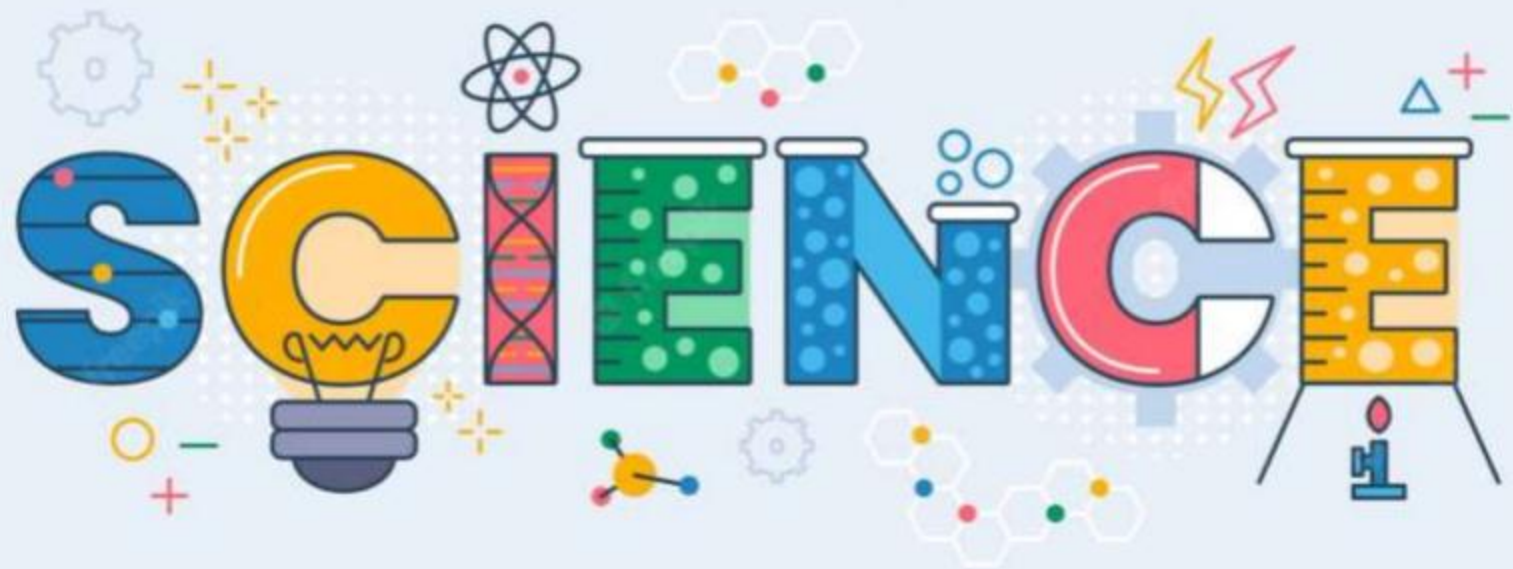


Subject: PSHE Jigsaw		Term: Autumn 1			Topic: Being me in my world.	
The Big Question: What is it like to be me?				Skills Builder Focus this term:		
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Objective	I can feel special and safe in my class.	I understand the rights and responsibilities of being a member of my class.	I know how to make my class a safe place for everybody to learn.	I know my views are valued and can contribute to our Learning Charter.	I can recognise the choices I make and understand their consequences.	I understand my rights and responsibilities within our Learning Charter.
Sequential Steps	 - Introduce the class Learning Charter. - Meet Jigsaw Jack and learn classroom discussion routines. - Explore what "safe" means. - Discuss places and people that make us feel safe. - Draw and share times when we feel special and safe.	- Discuss what it means to belong. - Explore ways we help each other in class. - Learn that everyone has rights. - Learn that everyone has responsibilities. - Create ideas for the class Learning Charter.	- Discuss what good learning looks like. - Explore examples of positive and negative behaviours. - Identify rights we all have in school. - Identify responsibilities we all share. - Agree class rules for learning and safety.	- Discuss different feelings. - Identify what being proud feels like. - Share personal achievements. - Receive and discuss positive feedback. - Contribute ideas for the Learning Charter.	- Explore the meaning of choice. - Discuss what consequences are. - Investigate different classroom scenarios. - Match choices with possible consequences. - Reflect on how choices affect feelings.	- Revisit the class Learning Charter. - Explain what each part means. - Give examples of following the charter. - Create a picture of a classroom following the charter. - Reflect on how they help make the class happy and safe.
Question Driver	What helps you feel safe and special in school?	How do we know we belong in our class?	How can we make our classroom a happy and safe place to learn?	When have you felt proud of yourself?	What happens when we make different choices?	Why is our Learning Charter important?
Assessment for Learning Opportunities	Are children beginning to feel settled in their new class?	Can children explain what belonging means?	Can children explain a classroom responsibility?	Can children describe an achievement they are proud of?	Can children identify a good choice?	Can children describe how they help make the classroom happy and safe?



Religious Education

Subject: RE		Term: Autumn 1				Topic: Christianity		
Big Question: Why is a church special to Christians?						Skills Builder Focus this term:		
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Learning Objective Sequential Steps 	Pre-Assess What do the children know about Christianity?	What does it mean to belong to a religion?	To identify some outside features of a church	To identify some inside features of a church	To understand what happens at a Christening /Baptism	To understand what happens at a Christening/ Baptism	To find out about the Christian Festival Harvest.	To know why the Bible is important to Christians
	What does it mean to belong?	Look at Christian symbols (cross, church, Bible). Match symbols to religions. Sort Christian/not Christian pictures. Learn that Christians belong to Christianity				Trip to St Peter's Church		Post Assess Green pen What do I know now about Christianity
Question Driver	What do you belong to?	How can we recognise Christianity?	What does a church look like outside?	What does a church look like inside?	What do the different people do at a Christening?	What happens at a Christening?	What happens at a harvest festival?	What is a Bible?
Assessment for Learning Opportunities	Can children explain that they belong to a family?	Can children identify the cross as a Christian symbol?	Can children talk about the main outside features of a church?	Can children label the main inside features of a church?	Can the children identify the different people at a Christening?	Can the children remember what happens at a Christening?	Can the children name some things we do at school to celebrate Harvest?	Can the children explain what the Bible is?



Subject: Science			Term: Autumn 1		Topic: My Body and My Senses		
The Big Question: How does my body work?			Scientific Enquiry Skills		Skills Builder Focus this term:		
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Learning Objective	I can name and label different parts of my body.	I can name and label the main parts of my face.	I can name the five senses and match them to the correct body parts.	I can use my sense of taste to describe different foods.	I can use my sense of smell to describe and compare different smells.	I can use my sense of hearing to identify and describe sounds.	I can use my sense of touch to describe how things feel and explain how touch helps keep me safe.
Sequential Steps 	- Sing/action song and point to body parts - Label a class body outline together - Label a simple diagram in books	- Point to my eyes, ears, nose and mouth. - Label the main parts of a face. - Say how these parts help me use my senses.	- Introduce the five senses - Match senses to body parts - Sort simple examples - What you can experience with each sense in the garden.	- Introduce different tastes (sweet, sour, etc.) - Taste test simple foods - Record like/dislike	- Smell mystery items - Describe smells (strong, nice, not nice) - Choose favourites	- Listen to and identify sounds - Test sounds near and far - Describe loud and quiet	- Explore objects using touch - Describe textures (rough, smooth, soft) - Discuss safe/unsafe (hot, sharp)
Question Driver	Which body parts can you name and label?	Which parts of my face help me learn about the world around me?	What are the five senses?	What are your favourite tastes?	What are your favourite smells?	Do sounds change the closer or further away you are?	Why is touch an important sense for safety?
Assessment for Learning Opportunities	Can children correctly name and label key body parts?	Can children correctly name the main parts of the face?	Can children name the five senses?	Can children describe what they taste using simple words?	Can children describe a smell using appropriate vocabulary?	Can children explain how sound changes (louder /quieter)?	Can children describe how something feels?