



AUTUMN TERM CURRICULUM PLAN

YEAR GROUP 1

<p>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</p>	<p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is collaborative. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>

<p>Experiences and the wider use of the environment for this term.</p>	
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SCIENCE		
Skills as a Scientist	Substantive knowledge	Vocabulary
<p>I can observe closely, using simple equipment</p> <p>I can perform simple tests.</p> <p>I can identify and classify</p> <p>I can ask simple questions and recognise that they can be answered in different ways</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can gather and record data</p>	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials including; wood, plastic, glass, water and rock. Distinguish (by grouping and classifying) between an object and the material which it is made such as scissors, paper, glass and pencils. Describe some of the physical properties of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Plot on a Venn diagram. <p>Scientist: Romans (they were the first to have some form of glass window 100CE).</p>	<p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through</p>

HISTORY		
Skills as an Historian	Substantive knowledge	
Sources of evidence Similarity and difference	The past: local area Development of photography – change in technology Change in land use Change in homes Change in building	
Similarity and difference Cause and consequence Chronological understanding	The past: local people 1950's and earlier Family tree Change in toys Change in school Change in travel/transport Change in clothes Change in jobs	

GEOGRAPHY		
Skills as a Geographer	Substantive knowledge	Vocabulary
What's it like in a city? Case study: Local area Where is it? (UK map - England, Scotland, Wales, N Ireland) What's it like? (looking at ground photos) What can we see? Locational and directional language (near/far; left/right) Types of land use Types of houses Open space Rivers, ponds and lakes Getting around Staying safe in a city Contrasting small area in city (from same city or a different city in UK or overseas) How are towns different from cities?	Birmingham as case study to base learning around What is a city? Physical and human features Land use - open spaces, urban space Houses Contrasting to Lichfield/ Stoke Staying safe The make up of the UK	city town house office river shop flat/apartment pond (if present) lake (if present) park bus train tube (if present) urban

RELIGIOUS EDUCATION

Key Learning Point – Skills	Substantive knowledge	Vocabulary
<p>The Creation Story Concept: God/ Creation</p> <p>Key Question- Does God want Christians to look after the world.</p> <p>I can say how it felt to make something during my time at school, for example, a tower. Following this, I can explain how I would feel if someone damaged my creation.</p> <p>I can express an opinion about the Christian belief about creation.</p>	<p>I can remember the Christian Creation story and talk about chronologically.</p> <p>I can start to talk about how I think the world got here.</p>	<p>God Creation Story Adam and Eve</p>
<p>Christmas Concept: Incarnation</p> <p>Key Question- What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>I can talk about a gift that is special to me, for example, a Christmas present.</p>	<p>I can remember the main events of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus, using ones in the Christmas story as ideas.</p> <p>I can show some awareness that Jesus is special to Christians.</p>	<p>Christians Christmas Bethlehem Gold Frankincense Myrrh Wise Men Mary Joseph</p>

DESIGN TECHNOLOGY		
Key Learning Point – Skills	Substantive knowledge	Vocabulary
<p>Biscuits <u>Explore</u></p> <ul style="list-style-type: none"> I can think of ideas and recognise characteristics of familiar products (biscuits). I understand where food comes from (biscuits) 	<p><u>Explore</u></p> <ul style="list-style-type: none"> I know biscuits comes in different forms and tastes differently. I know the names of different types of bread. For example, Rich tea, Nice, Digestive, Malted Milk, Custard Cream I know why we need to mix the ingredients. I know what a recipe is and why we need it. 	<p>Cut Measure Weigh Scales Ingredients Recipe Knead</p>
<p><u>Design</u></p> <ul style="list-style-type: none"> My plans show that, with help, I can put my ideas into practice. 	<p><u>Design</u></p> <ul style="list-style-type: none"> I know what ingredients are needed to make biscuits. 	<p>Different types of biscuits e.g. Rich tea, Nice, Digestive, Malted Milk, Custard Cream</p>

<ul style="list-style-type: none"> • I can use pictures and words to describe what I want to do. <p><u>Make</u></p> <ul style="list-style-type: none"> • I can explain what I am making and which tools I am using. • I can use tools to cut, mix, shape ingredients safely and hygienically with help. • I can use tools to measure or weigh using measuring cups or electronic scales. • I can be hygienic when preparing food. • I can use the basic principles of a healthy and varied diet to prepare dishes <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • I can talk about my own and other people's work in simple terms. • I can describe how a product works. 	<ul style="list-style-type: none"> - I know what tools I need to make biscuits. - I can design what my biscuits with look like. For example, shape, pattern. <p><u>Make</u></p> <ul style="list-style-type: none"> - I know and understand that clean hands prevent the spread of germs. - I know what the role of different ingredients are in biscuits and the effects they have on each other. - I know what tools I need to carry out tasks. For example, a spoon to stir, a knife to cut, hands to kneads. - I know how to measure ingredients. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - I know what I like about my product. - I know how my product changed when it was cooked. - I know what skills I used to make the biscuits. 	
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ART		
Key Learning Point – Skills	Substantive knowledge	Vocabulary
<u>Drawing</u>	<u>Drawing</u>	Thick Fine

<p>Draw lines of different and thicknesses and different shapes, Produce thick lines, fine lines, straight, curved, circular</p> <p>Using pencils at first then pastels to create swirling effects for smoke and straight for buildings.</p> <p>Use different parts of the pencil to create different effects (tip, side)</p>	<p>Know what I think about my work, including saying which skills and techniques I have used to create it and saying what I like about my work.</p> <p>Know what medium I have used.</p>	<p>Pastel</p> <p>Pencils</p> <p>lines</p>
<p><u>Collage</u></p> <p>Can cut, tear, roll and scrunch paper, textiles and card for their collages (of fire and flames): use different sizes of paper; twisting, rolling, scrunching; cutting; tearing to create different shapes; different thicknesses. Use different materials: fabric; paper; sugar paper; crepe paper; cellophane; card; tissue paper</p>	<p><u>Collage</u></p> <p>Know what a collage is.</p> <p>Know that different effects can be made through layering, putting different materials together and choosing colours to represent an image or create an effect.</p> <p>Know that there are a variety of materials, shapes and techniques that I can use to create a collage, / Know what materials I used to create my collage.</p>	

COMPUTING		
Key Learning Point – Skills	Substantive knowledge	Vocabulary
<p><u>Online Safety</u></p> <p><u>Managing online Information</u></p> <ul style="list-style-type: none"> Give simple examples of how to find information using digital technologies. <p><u>Health, well being and lifestyle</u></p> <ul style="list-style-type: none"> Explain rules to keep myself safe when using technology both in and beyond the home. 	<p><u>Online Safety</u></p> <p><u>Managing online Information</u></p> <ul style="list-style-type: none"> Know / understand that we can encounter things online that we like or don't like as well as things which are real or make believe. Know how to get help from a trusted adult. <p><u>Health, well being and lifestyle</u></p> <ul style="list-style-type: none"> Know why it is important to have rules to keep ourselves safe when using technology. 	<p><u>Managing online Information</u></p> <ul style="list-style-type: none"> Devices (Alexa, google, siri) Swipe <p><u>Health, well being and lifestyle</u></p> <ul style="list-style-type: none"> Rules Safe online
<p><u>Privacy and security</u></p>	<p><u>Privacy and security</u></p>	<p><u>Privacy and security</u></p> <p>Passwords</p>

<ul style="list-style-type: none"> • Explain how passwords are used to protect accounts, information and devices. • Recognise more detailed examples of information that belongs to someone (e.g. where someone lives, school name, family name) <p><u>Word processing</u> Type with two hands.</p> <ul style="list-style-type: none"> • Use shift, space and enter correctly. • Use undo and redo. • Make text bold, italic and underlined. 	<ul style="list-style-type: none"> • Know why passwords are used to protect accounts, information and devices. • Know what personal information is (e.g. where someone lives, school name, family name) <p><u>Word processing</u></p> <p>Know where the shift, space and enter keys are on a keyboard.</p>	<p><u>Word processing</u></p> <p>Shift Space bar Enter Undo Bold Italic Underlined</p>
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<p>Families and friendships</p> <p>Roles of different people; families; feeling cared for</p> <ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them and the rights they have to a safe, caring environment (feeling safe, physical and emotional needs met) • emotions and the language of emotions, including how your body feels, facial expressions (mirrors etc) - Colour Monster emotions interactive display, introduction of PECs cards for emotions. Use puppets to show contrasting emotions (Shark aggressive, snail withdrawn), is there a puppet like you? • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family
<p>Safe relationships</p> <p>Recognising privacy; staying safe; seeking permission</p> <ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help in school and at home • about what it means to keep something private, including parts of the body that are private (using correct terminology) • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) Know which forms of physical contact are acceptable and which are unacceptable • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission • about our basic needs that should be met
<p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</p> <ul style="list-style-type: none"> • what kind and unkind behaviour means in and out of school • how to be a good friend and how everyone should be treated with kindness • how kind and unkind behaviour can make people feel • what bullying means and the impact this has on others.

- about what respect means
- about class rules, being polite to others, sharing and taking turns

MUSIC		
Key Learning Point – Skills	Substantive knowledge	Vocabulary
<p><u>Performing</u></p> <ul style="list-style-type: none"> • Explore making different sounds with the voice and percussion instruments. • Sing and chant fire related songs and rhymes (for example, London Burning) in unison. • Begin to sing in tune using melodies that move mainly by step and include small intervals. • Start and stop at the appropriate time. • Follow a leader when Performing as a group. • Clap along to the pulse of a piece of music <p><u>Composing</u></p> <ul style="list-style-type: none"> • Say words/rhymes and clap/play to create simple rhythmic patterns. • Add sound effects to a firework poem as a class and then in small groups. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Recognise visual signs for start, stop, mime actions, sing in your head. • Know and sing the songs: Loaves, Bread, Pudding and Pie; London's Burning; Flow, Flow. • Know the names of these un-tuned percussion instruments and how to play them: tambourine, shaker, bell, claves, maraca. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Know that in simple graphic notation - one sign represents a sound or group of sounds (pictorial notation) • Know the meaning of the words; composition and conductor 	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p>
<p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Copy back simple rhythmic patterns and melodies. • Recognise pitch as high or low. • Feel if the tempo is fast or slow by responding to the pulse. 	<p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Know that tempo can be fast or slow • Know that pitch can be high or low • Know the meaning of the words: pulse, rhythm, dynamics 	

<ul style="list-style-type: none"> Recognise differences in dynamics as loud or soft. <p>Evaluating</p> <ul style="list-style-type: none"> Say what they like about own/others performances and compositions. Talk about how the music makes them feel. 		
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PHYSICAL EDUCATION		
Key Learning Point – Skills	Substantive knowledge	Vocabulary
<p><u>Teamwork</u></p> <p>I can take turns.</p> <p>I can listen when someone else is giving their idea.</p> <p>I can follow instructions based on a job role.</p> <p><u>Fitness</u></p> <p>I can do 60 minutes of active exercise in a day.</p> <p><u>Health and Safety</u></p> <p>I can say what safe means to me.</p> <p>I can begin to identify actions/areas that may be unsafe.</p> <p>I can begin to set up equipment and apparatus safely.</p>	<p>I can give clear instructions to a partner.</p> <p>I can guide my partner around obstacles using my voice.</p> <p>I know how to listen to a partner to avoid obstacles.</p> <p>I can make up my own team game with a group.</p> <p>I can set out the equipment.</p> <p>I can demonstrate how to do it.</p> <p>I can explain the rules.</p>	
<p><u>Competition</u></p> <p>I can compete against my peers.</p> <p>I can win and lose without becoming upset.</p> <p>I can be pleased for the winner.</p> <p><u>Leadership</u></p> <p>I can lead a partner.</p> <p><u>Healthy Lifestyle</u></p>		

<p>I can identify the changes I can feel when I exercise (heart rate, breathing, sweating)</p> <p>I can begin to understand why I need to exercise.</p> <p>I can take part in a warm-up and cool down.</p> <p><u>Evaluation</u></p> <p>I can make a positive comment on another's performance.</p> <p>I can explain how I did something.</p>		
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