



Year 1 - Autumn MTP

Subject	Geography Au1: Polar regions	History Au2: Polar explorers	RE What can we learn about Christianity from a visit to a church?	PSHCE Au1: What is the same/different about us? Au2: Who is special to us?	Science Everyday materials
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles <input type="checkbox"/> Use world maps, atlases and globes to identify countries, continents and oceans studied <input type="checkbox"/> Use basics geographical vocabulary to refer to key physical and human features <input type="checkbox"/> Use aerial photographs and plan perspectives to recognise landmarks 	<ul style="list-style-type: none"> <input type="checkbox"/> Know and understand significant aspects of the history of the wider world <input type="checkbox"/> Use common words and phrases relating to the passing of time <input type="checkbox"/> The lives of significant individuals in the past who have contributed to national and international achievements 	<ul style="list-style-type: none"> <input type="checkbox"/> The church building as a place of worship, community and belonging—introduction to some features of a church e.g. cross, pulpit, lectern, altar, candles, icons, font, statues <input type="checkbox"/> Sunday worship in a church—words and actions, prayers, reading from the Bible, sermon, hymns, music, Eucharist (in some traditions), role of the vicar 	<ul style="list-style-type: none"> <input type="checkbox"/> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <input type="checkbox"/> The conventions of courtesy and manners <input type="checkbox"/> That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <input type="checkbox"/> That families are important for children growing up because they can give love, security and stability <input type="checkbox"/> The characteristics of a healthy family life, commitment to each other, including in times of difficulty, protections and care for children <input type="checkbox"/> That others' families sometimes look different from their family 	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between an object and the material from which it is made <input type="checkbox"/> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock <input type="checkbox"/> Describe the simple physical properties of a variety of everyday materials <input type="checkbox"/> Compare and group together a variety of everyday materials on the basis of their simple physical properties
Intent	Key differences between cold places and where we live—where are they?	Inspirational person who demonstrates the core 6	Learn the key features of a church through visiting one within the local community and working with the Reverend Barbra.	Au1: Be able to discuss what makes me unique? Body parts inc. genitalia Au2: Talk about my family and different families	Identify object, material and basic properties
Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> Locate ourselves and key places we've been on the board to give context. Show the position of the Arctic and Antarctic <input type="checkbox"/> Locate polar regions on different types of maps, including use of digital maps on the iPads <input type="checkbox"/> Position of the equator, understand that Polar regions are cold – weather, landscapes <input type="checkbox"/> Animals that live in Polar regions. <input type="checkbox"/> People—what is it like to live there? <input type="checkbox"/> Threats to the Polar regions <input type="checkbox"/> How can we help to save the Polar regions (multiple lessons) 	<ul style="list-style-type: none"> <input type="checkbox"/> Vikings – the earliest explorers (what is an explorer? How? Why? Where?) <input type="checkbox"/> Shackleton's expedition (How? Why? Where?) <input type="checkbox"/> Shackleton as a significant person – what can we learn from him? <input type="checkbox"/> Who is Abi Atkinson? <input type="checkbox"/> Meet Abi Atkinson <input type="checkbox"/> Compare the explorers <input type="checkbox"/> What will the explorers of the future look like? 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to what Christianity is <input type="checkbox"/> What is a church and who uses it? (visit a church) <input type="checkbox"/> Identify the parts of a church <input type="checkbox"/> Explore what happens in a church service <input type="checkbox"/> How Christmas is celebrated in the church (probably 2 lessons) 	<ul style="list-style-type: none"> <input type="checkbox"/> Who am I? (fact gathering lesson to share information about ourselves – get to know me) <input type="checkbox"/> Explore our likes/ dislikes (hobbies, food, etc.) <input type="checkbox"/> Empathy – understand other people's view points <input type="checkbox"/> Similarities and differences between myself and others (within class) <input type="checkbox"/> Similarities and differences between myself and children from all around the world <input type="checkbox"/> Inclusion and disabilities (protected characteristics) <input type="checkbox"/> My home family, school family, friends <input type="checkbox"/> Different people in my family who love and care for me (family tree – from the characters in a book) <input type="checkbox"/> What our family members do that shows they love us (meet our basic needs) <input type="checkbox"/> Families (different types of families and their different routines) <input type="checkbox"/> Different features of family life (what do they enjoy to do together? Routines, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and name a variety of everyday materials <input type="checkbox"/> Identify what an object is made from (understand that 'object' and 'material' are not the same thing) <input type="checkbox"/> Physical properties (link to three little pigs) <input type="checkbox"/> Build model houses out of different materials focusing on how to make it strong <input type="checkbox"/> Compare and group materials based on physical properties <input type="checkbox"/> Umbrella – waterproof <input type="checkbox"/> Blinds – opaque <input type="checkbox"/> Floating and sinking investigation <input type="checkbox"/> Practical investigations into properties of materials



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Subject	Computing 1: Online safety and exploring Purple Mash, 2: Grouping and sorting, 3: Pictograms, 4: Lego builders, 5: Maze explorers	D.T. Wheels and axles	Art	Music How can we make friends when we sing together? How does music tell us stories from the past?	PE FUNdamental Movement Skills and Athletics (and Yoga)
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Understand what algorithms are <input type="checkbox"/> Create and debug simple programs <input type="checkbox"/> Use logical reasoning to predict the behaviour of simple programs <input type="checkbox"/> Use technology purposively to create, organise, store, manipulate and retrieve digital content <input type="checkbox"/> Recognise common uses for IT beyond school <input type="checkbox"/> Use technology safely and respectfully 	<ul style="list-style-type: none"> <input type="checkbox"/> Design purposeful products <input type="checkbox"/> Generate, develop and communicate ideas <input type="checkbox"/> Select from a range of tools and materials <input type="checkbox"/> Explore and evaluate a range of existing products <input type="checkbox"/> Evaluate against design criteria <input type="checkbox"/> Explore and use mechanisms in products 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. <input type="checkbox"/> Explore mark making to start to build mark-making vocabulary <input type="checkbox"/> Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. 	<ul style="list-style-type: none"> <input type="checkbox"/> Walk, move or clap a steady beat with others. Move to different tempos. <input type="checkbox"/> Use body percussion and classroom percussion, playing repeated rhythm patterns (riffs, ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. <input type="checkbox"/> Perform short copycat rhythm patterns accurately, led by the teacher. <input type="checkbox"/> Perform short repeating rhythm patterns (riffs/ostinati) while keeping in time with a steady beat. <input type="checkbox"/> Perform word-pattern chants and create, retain and perform their own rhythm patterns. <input type="checkbox"/> Use rhythm patterns with minims, crotchets and quavers <input type="checkbox"/> High and low sounds. <input type="checkbox"/> Sing familiar songs in both low and high voices and talk about the difference in sound. <input type="checkbox"/> Explore percussion sounds to enhance storytelling. <input type="checkbox"/> Exploring the key of C major with playing, improvising and composing. <input type="checkbox"/> Exploring the key of F major <input type="checkbox"/> Using notes from D major scale D E F# A <input type="checkbox"/> Using notes from C major scale C D E 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop competence to excel in a broad range of physical activities <input type="checkbox"/> Are physically active for sustained periods of time <input type="checkbox"/> Engage in competitive sports and activities <input type="checkbox"/> Lead healthy, active lives <input type="checkbox"/> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Intent	Become familiar with Purple Mash and a range of tools	Be able to incorporate fixed and moving axles into a build.	Explore different drawing materials and techniques.	Introducing beat Adding rhythm and pitch	Have an awareness of own body and the movements it can make. Begin to know what athletics actually is.
Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> Login and save work; Find saved work and resources <input type="checkbox"/> Use icons to add text and pictures to work <input type="checkbox"/> Explore the Tools section <input type="checkbox"/> Sort various items offline and online <input type="checkbox"/> Data in pictures—collect and illustrate a simple pictogram <input type="checkbox"/> Contribute to a class pictogram <input type="checkbox"/> Collect data from rolling a die and represent results as a pictogram <input type="checkbox"/> Following instructions <input type="checkbox"/> Know that an algorithm written for a computer to follow is called a program <input type="checkbox"/> Know that the order of instructions affects the result <input type="checkbox"/> Challenges 1 & 2 : direction keys <input type="checkbox"/> Challenges 3 & 4: create an debug a simple algorithm <input type="checkbox"/> Challenges 5 & 6: longer algorithms to complete challenges <input type="checkbox"/> Edit, improve and test challenges 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore moving vehicles through toys and construction kits <input type="checkbox"/> Generate ideas and design brief as a group/ class <input type="checkbox"/> Explore and use wheels, axles and axle holders—distinguish between fixed and freely moving axles <input type="checkbox"/> Accurately draw design for vehicle <input type="checkbox"/> Select materials and tools according to their characteristics <input type="checkbox"/> Build and test model vehicle <input type="checkbox"/> Apply finishing techniques <input type="checkbox"/> Evaluate against design criteria 	Spiral Art <ul style="list-style-type: none"> <input type="checkbox"/> Explore the use of spirals in art using the work of <input type="checkbox"/> Explore drawing spirals using different mediums and sizes, exploring pencil control and the effects of different mediums <input type="checkbox"/> Create own final piece making decisions about Charcoal Arctic Fox <ul style="list-style-type: none"> <input type="checkbox"/> Explore charcoal in art work using the work of <input type="checkbox"/> Explore the use of charcoal, experimenting with shading, line drawing, pressure etc. <input type="checkbox"/> Explore the composition of an animal using an arctic wolf as a stimulus exploring facial features, dimensions etc. <input type="checkbox"/> Create final piece, using charcoal to shade 	How can we make friends when we sing together? (Introducing beat) <ul style="list-style-type: none"> <input type="checkbox"/> Find the beat <input type="checkbox"/> 1-2-3-4-5 <input type="checkbox"/> Heads, shoulders, knees and toes <input type="checkbox"/> Shapes <input type="checkbox"/> We talk to animals How does music tell us stories from the past? (Adding rhythm and pitch) <ul style="list-style-type: none"> <input type="checkbox"/> Twinkle, Twinkle little star <input type="checkbox"/> In the orchestra <input type="checkbox"/> Daisy Bell (bicycle made for two) <input type="checkbox"/> Dancing Dinosaurs <input type="checkbox"/> Rock a bye baby 	<ul style="list-style-type: none"> <input type="checkbox"/> Running, jogging and sprinting <input type="checkbox"/> Long jump <input type="checkbox"/> Other jumps <input type="checkbox"/> Rolling <input type="checkbox"/> Under-arm throwing <input type="checkbox"/> Over-arm throwing <input type="checkbox"/> Throwing at a target <input type="checkbox"/> FUNdamental actions <input type="checkbox"/> Disability sports