

## Science

### Plants and trees

#### **National Curriculum ref:**

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

#### **Milestone ref:**

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

#### **Trip/Enrichment:**

Parents café

Pizza Express Pizza Workshop

Visit local allotment

## CURRICULUM MAP YEAR 1 AUTUMN TERM



## Computing

#### **Theme link:**

Children will use digital tools to create a picture linked to the topic (Duck's Café) and write a brief description about it (for example a picture of the market, a piece of fruit, or the café).

#### **Herts ICT Scheme ref:**

#### **Let's Create**

#### **Content:**

Children begin to explore digital texts, creating their own digital content (still image, word and sound) using a range of devices and software. They develop understanding of some of the devices they use and apply some unplugged programming approaches to support their understanding.

#### **Milestone ref:**

- Specify user inputs (such as clicks) to control events.
- Understand online risks and the age rules for sites.
- Use a range of applications and devices in order to communicate ideas, work and messages.
- Control when drawings appear and set the pen colour, size and shape.

## Science

### Seasonal changes (on-going)

#### **National Curriculum ref:**

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.
- Observe the apparent movement of the Sun during the day.

#### **Milestone ref:**

- Observe the apparent movement of the Sun during the day.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

### Animals

#### **National Curriculum ref:**

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

#### **Milestone ref:**

- Identify and classify.
- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).

#### **Trip/Enrichment:**

Outside provider bringing in different animals.

Tring ZSL

**CURRICULUM MAP  
YEAR 1  
AUTUMN TERM**

**Living  
Beasts**

**English**

**Theme link:**

Stories linked to plants, growing, vegetables and food (link to science and DT).

Children will set up a market stall and write labels, lists and captions for it.

Stories related to the zoo and animals (Eric Carle and Anthony Brown).

Recount writing about their trip to the market and Tring ZSL.

Children will read and write their own poems about animals and zoos.

**Content:**

Stories with predictable phrasing.

Labels, lists and captions.

Recount.

**Milestone ref:**

- Say first and then write to tell others about ideas.
- Plan by talking about ideas and writing notes.
- Use some of the characteristic features of the type of writing used.
- Write, review and improve.
- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form a short narrative.
- Convey ideas sentence by sentence.
- Sit correctly and hold a pencil correctly.
- Begin to form lower-case letters correctly.
- Form capital letters.
- Understand letters that are formed in similar ways.
- Form lower-case letters of a consistent size.
- Begin to join some letters.
- Use spacing between words that reflects the size of the letters.
- Write simple sentences dictated by the teacher.
- Leave spaces between words.
- Discuss writing with the teacher and other pupils.
- Read aloud writing clearly enough to be heard by peers and the teacher.

**Geography**

**Theme link:**

Using a map to plan a route through Tring – visiting local allotments and the market in town.

**National Curriculum ref:**

- use simple compass directions (North, South, East and West) and locational and directional language
- use simple fieldwork and observational skills to study the geography of their school .

**Content:**

Children will explore the local environment and devise a simple map of a known location.

**Milestone ref:**

- **key human features**, including: city, town, village, factory, farm, house, office and shop.
- Identify land use around the school.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

**History**

**Theme Link**

Rothschild Family – link to trip to Tring Museum

Charles Darwin

Rudyard Kipling

**National Curriculum ref:**

Lives of significant individuals

Wide range of everyday historical terms

**Milestone ref:**

- Recount changes that have occurred in their own lives.
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Label time lines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.
- • Observe or handle evidence to ask questions and find answers to questions about the past.
- • Ask questions such as: What was it like for people? What happened? How long ago?
- • Use artefacts, pictures, stories, online sources and databases to find out about the past.
- • Identify some of the different ways the past has been represented.

**Trips:**

Tring Zoological Museum

**CURRICULUM MAP  
YEAR 1  
AUTUMN TERM**

**Living  
Beasts**

**R.E.**

**Theme link:**

Science – Nature

**Content:**

**Thanking God for Nature**

This unit is about: the wonder of nature and how religious people express their thankfulness

**Light**

This unit is about: the way light is used as a symbol

**Milestone ref:**

- Describe some of the main festivals or celebrations of a religion.
- Identify the things that are important in their own lives and compare these to religious beliefs.

**Music**

**Theme link:**

The Jungle Book  
Animals

**Content:**

Using our senses – listening./touch (building on science learning from Autumn 1)  
How to make sounds.

**Milestone ref:**

- Identify the beat of a tune.
- Create a sequence of long and short sounds.
- Clap rhythms.
- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect.

**PSHE**

**Theme link:**

Relationships, friendships, citizenship and getting on with each other.  
Safety

**Content:**

**Out and About**

This unit could link to a topic about 'People who Help Us'. It incorporates work on road, fire and fireworks safety and anti-bullying.

**Our Happy School**

This unit is all about a fresh start with a new class, nurturing a sense of belonging, recognising diversity and establishing class rules and rewards.

**Milestone ref:**

- Try new things with the help of others.
- Talk about some things of personal interest.
- Join in with familiar activities.
- Concentrate on things of interest.
- Work hard with the help of others.
- Enjoy the results of effort in areas of interest.
- Take encouragement from others in areas of interest.
- Give attention to areas of interest.
- Begin to 'tune out' distractions.
- Begin to show signs of concentration.
- Begin to seek help when needed.
- Express doubts and fears.
- Explain feelings in uncomfortable situations.
- Begin to push past fears (with encouragement).
- Listen to people who try to help.
- Begin to try to do something more than once.

**CURRICULUM MAP  
YEAR 1  
AUTUMN TERM**

**Living  
Beasts**

**Design and Technology**

**Theme link:**

Duck's Café – making food for the café.

**Content:**

Children will grow a range of fruit and vegetables to prepare and sell at their own café.

Select and use a range of tools for practical tasks

Basic principles of a healthy and varied diet to prepare diet

To understand where food comes from.

**Milestone ref:**

- Cut, peel or grate ingredients safely and hygienically.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients.
- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.

**ART**

**Theme link:**

Animal collage

Illustrations from Eric Carle and Anthony Brown

**Content:**

Use a range of materials  
Work of a range of artists

**Milestone ref:**

- Use repeating or overlapping shapes.
- Press, roll, rub and stamp to make prints.
- Join materials using glue and/or a stitch.
- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

**P.E. – Autumn 1**

**Theme link:**

Learning about the body. Effects on the body after warming up/cooling down. Thinking about parts of the body and how they move.

**Content:**

**Gymnastics**

**Milestone ref:**

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).

**P.E. – Autumn 2**

**Theme link:**

Science - Moving like animals and Jungle Book Songs

**Content:**

**Dance**

**Milestone ref:**

- Copy and remember moves and positions.
- Move with careful control and coordination.