# Curriculum Sequence Autumn - Year 1

## My World



## Geography

Europe and geographical features.

#### INTENT

To use locational and directional language to describe locations on a map.

To use simple compass directions to describe features on a map.

Explain the difference between human and physica features.

Identify human and physical features in their school

### **Sequence of lessons:**

- 1. WALHT: use aerial views.
- 2. WALHT: make observations to create 'messy maps' of our classroom.
- 3. WALHT: understand what makes a good map compass points.
- 4. WALHT: use our map skills to create a plan of our classroom.
- 5. WALHT: identify human and physical features in our school grounds.
- 6. WALHT: draw a map of our school grounds.

#### Outcome/composite

To create maps of the indoor and outdoor areas of school, using compass points.

## Science

**Animals including Humans** 

#### INTENT

To identify, name, draw, and label the basic parts of the human body.

To identify the five senses and say which part of the body is associated with each sense.

## **Sequence of lessons:**

- 1. WALHT: identify how we (humans) change over time.
- 2. WALHT: name and measure parts of the body.
- 3. WALHT: understand that we hear sound with our ears and that hearing is one of our senses.
- 4. WALHT: identify different fruits and vegetables using our senses.
- 5. WALHT: that we have different ways of exploring the world and that often our senses work together to help us do that.
- 6. WALHT: classify different stimulating items into sensory groups.

#### Outcome/composite

To investigate our senses through exploring the outdoors and sampling a variety of exotic fruits .

#### Art

**Spirals** 

#### INTENT

- That drawing is a physical and emotional activity.
- That when we draw, we can move our whole body.
- That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.

## **Sequence of lessons:**

- 1. WALHT: draw using fingertips, wrists, elbows, shoulders and our bodies.
- 2. WALHT: explore different qualities of line, colour blending, mark making to create spirals.
- 3. WALHT: make different marks with different drawing tools.
- 4. WALHT: make choices about which colours I'd like to use in my drawing.
- 5. WALHT: make a drawing using a continuous line for a minute or two.
- 6. WALHT: explore how I can use a brush to make new marks.

#### Outcome/composite

To build an understanding about the way marks are made. To create spiral artwork using charcoal, chalk pastels, ink pens and watercolour paint.

## PE

Fundamental skills - jumping

#### INTENT

To travel confidently and with skill around a space using a variety of jumping and skipping skills.

## **Sequence of lessons:**

- 1. WALHT: jump in a variety of ways with bent knees .when landing.
- 2. WALHT: jump from a standing position, using my arms to drive forwards.
- 3. WALHT: jump with a scissor kick.
- 4. WALHT: run skillfully and negotiate space.
- 5. WALHT: jump and skip with a rope.
- 6. WALHT: use a variety of skipping techniques.

### Outcome/composite

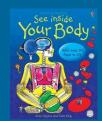
To use a skipping rope and jumping techniques confidently.

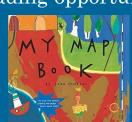
## **PSHE**

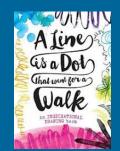
## Being Me in my World.

- 1. Special and safe
- 2. My class
- 3. Rights and responsibilities
- 4. Rewards and feeling proud
- 5. Consequences
- 6. Our learning charter









## Try these at home



