

# 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 physical 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

### Reading opportunities

### Try these at home