



Year 1 Autumn Term (i) Little Red Riding Hood



Science Unit covered:	History	Art and Design
<p>Animal Antics</p> <p>Do fish have fur? Do birds have wings? Which animals are nocturnal? Which animals live around our school? Which animals live around our school? Do fish have fur? Do birds have wings? Explore how different animals move. Which animals are nocturnal? What do different animals eat? Do fish have fur? Do birds have wings?</p> 	<p>Use a wide vocabulary of everyday historical terms e.g. a long time ago and once upon a time Looking at when we were babies and the stages of human life to grandparents Would the wolf and Red Riding Hood have the same version of the story? Use parts of stories and other sources to show they understand key events in the past Ask questions about the past</p> 	<p>Drawing</p> <p>Pupils will learn to create self-portraits in the style of focused artists with backgrounds linked to topic - woods, animals etc. Children record drawings from first hand observation using mirrors - explore size. Children ask and answer questions about different artist portraits i.e. clothes worn, era, backgrounds etc. Experiment with and use drawing media and techniques of line and shape Use descriptive and expressive vocabulary to talk about their portrait work. Children explore ways how they can make their portrait better. Using different drawing media (pencil, pastel) children create portraits of themselves in style of focused artists - colour, line and space (Frida Kahlo, Pablo Picasso)</p>
PE:	Geography	Artists:
<p>Gymnastics:</p> <ul style="list-style-type: none"> - Copies and explores basic actions (rolling, jumping, travelling and balancing) with some control and coordination. - Creates sequences on the floor and equipment safely 	<p>Use basic geographical vocabulary to refer to: Forest Use aerial photographs and models to recognise landmarks and basic human and physical features of the school field; devise a simple map of the school; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> 	<p>Frida Kahlo, Pablo Picasso</p> 
DT/STEM	Computing Unit covered:	
<p>Children to make a healthy fruit salad.</p> <p>Which fruits shall we use? Why are we using fruit? Why do we need food?</p> <p>Where does fruit come from? Which countries produce the fruit we like? How far does it travel?</p> 	<p>Unit 1.6</p> <p><i>We are Celebrating</i></p> <p>Outcome: A greeting card created digitally, which combines an image with text</p>	
Wild Tribe	Eco Curriculum:	PSHE:
<p>Stick Men</p>  <p>Story telling Skill: Knives</p>	<p>Key aspects: School Grounds and Litter Key features of our school grounds. How can these be improved?</p>	<p>Jigsaw: Being me in my World Topic linked: Stranger Danger</p> 