


Year Group - 1	Term - Autumn 2	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Name of Unit Overview – <h1>Wonderful Weather</h1> 		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Context, Big Questions and Wider World impact <ul style="list-style-type: none"> - What information do maps show? - What different maps can we use and what do they help us with? - What are weather maps? Why are these important/helpful for us? - What different types of weather are there? How might the weather impact us and our daily activities/choices? - What vocabulary can we use to describe the weather? - What are the different seasons that we have? What different weather might we see in these seasons? How might these be different to other countries in the world? - What celebrations do we have in each season? - What are the 4 countries of the United Kingdom? Where are these on a map? Can we name their capital cities?
--

Subject specific learning areas

Science		Suggested journey of the unit
Prior learning and where the objectives are revisited later in the year.	Key year group learning Can we.....? Do we know.....?	
Previous years (EYFS) <i>- Explore the natural world around them, making observations: Caterpillar/Butterflies in Summer 2 and Mini Beast topic/trip to Wellington with a minibeast workshop.</i> <i>- Make comments about what they have heard and ask questions to clarify their understanding:</i> Revisit within this year -Using observations to help us answer simple questions and hypotheses. -How to carry out an observation and record date for this – hearing investigation for our senses	Can we...? <ul style="list-style-type: none"> - Understand that there are four seasons. - Understand the changes that take place in Autumn. - Understand the changes that take place in Winter. - Understand the changes that take place in Spring. - Understand the changes that take place in Summer. - Investigate how you can measure rainfall and sunlight. - Perform simple tests and record data to show what we have found. - Use observation to gather information. Do we know...? <ul style="list-style-type: none"> - How to carry out a safe and fair test. - How to identify and classify different materials. - Record date to support us in answering questions and hypotheses. 	
Humanities – History & Geography		Week 1 – Different types of weather Introduce the hook for the unit of learning to children – ‘Can they make a weather forecast for the CBBC’. Discuss and explore the different things we will need to learn before creating our weather forecasts e.g. different types of weathers, seasons, where different countries are. As a class explore the different types of weather that we might have. Are these the same the whole year around? How might the weather impact our decisions day to day? Understand that there are four seasons. Week 2 – Exploring the different seasons

Prior learning and where the objectives are revisited later in the year.	Key year group learning Can we.....? Do we know.....?	
<p>Previous years</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps: - Use and understand recently introduced vocabulary during discussions: <p>Revisit within this year</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> - To describe different human and physical features and how different types of weather might change them. - To understand that maps can be used to give directions, locate places. - To understand why maps are important to us. 	<p>Geography</p> <p>Can we...?</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to human and physical features of landscapes. - Name and identify the different types of weather we experience in the United Kingdom. - Name the 4 different seasons and explain what weather we might see in each of these. - Explain how we can measure and record the weather. - Use simple fieldwork and observational skills to study the weather in Jennett’s Park. - Locate the United Kingdom and its 4 countries on a map. - Locate and name the capital cities of England, Wales, Scotland and Ireland. - Explain how some countries such as Australia have their Autumn, Winter, Spring and Summer at different times due to Northern and Southern Hemispheres (location of the sun/earth throughout the year) <p>Do we know...?</p> <ul style="list-style-type: none"> - What maps are used for and what information they can show - The names of different physical features (forest, hill, field mountain, river, pond soil, vegetation) - The names of different human features (town, farm, house, shop, bridge, path) - How physical features are different from human features - What U.K stands for. - What the 4 countries of the United Kingdom and their capital cities are called. - What the 4 seasons are called. - What the weather is like in each season. - The names of the different parts of our weather station. - How to make observations to record the weather at Jennett’s Park. 	<p>Introduce the 4 seasons and explore how the weather changes in each season. What weather might we see in Autumn, Winter, Spring and Summer? What months are in Autumn, Winter, Spring and Summer? How might this differ from other countries in the world such as Australia who have summer at a different time to us? Discuss as a class what different celebrations might take place in each season e.g. in Autumn we have Halloween Diwali, in Winter we have Christmas, New Years and Chinese New Year. Explore how celebrations might be different to others in the class. Understand the changes that take place in Autumn.</p> <p>Week 3 – What are the differences and similarities between a country and a town. To explore the similarities and differences between a country and a town. To name physical and human features that you would find in these places.</p> <p>Week 4 – Locating and naming the 4 countries of the United Kingdom and their capital cities. To know what U.K stands for ~ (United Kingdom) and understand that there are 4 countries in the United Kingdom; England, Wales, Scotland and Northern Ireland. To explore as a class where these are located on a map and name the capital city for each country. To know the capital city for each country; England – London, Wales – Cardiff, Scotland – Edinburgh and Northern Ireland – Belfast.</p> <p>Week 5 – Identifying characteristics of the countries of the United Kingdom. To know what U.K stands for ~ (United Kingdom) and understand that there are 4 countries in the United Kingdom; England,</p>

Art and Design & Design Technology		Wales, Scotland and Northern Ireland. To explore different characteristics of each country such as their individual flag, their national flower and a key place from each country.
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
<p>Previous years <i>-Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</i> <i>-Share their creations, explaining the process they have used:</i> In Reception children created a wide range of art in free flow and focused activities. For example, children created art work linked to their mini beast topic and <i>-Use a range of small tools, including scissors, paint brushes and cutlery:</i> <i>- Safely use and explore a variety of materials:</i> Throughout Reception children helped to prepare a variety of different food linked to different topics being explored such as International Week.</p> <p>Revisit within this year -Use a range of tools to create our Colour Monster collages and our houses for the Three Little Pigs. -Sharing creations with others -Explore a variety of materials, tools and techniques to create our Harvest artwork and Colour Monster Collages.</p>	<p>Can we....?</p> <ul style="list-style-type: none"> - Mix colours to create different shades of paint. - Evaluate our art by sharing our final piece of art work and discussing what went well and what we do next time to make it even better. - Discuss what we like and dislike about different pieces of art work. - Use different tools such as paintbrushes, sponges, cotton buds to create different effects and textures within our art work. - Use different tools and resources such as scissors, rulers, glue and tape to design a piece of art work. - Demonstrate that shapes can overlap. - Experiment with a variety of different media. - Say which medium I prefer and why. <p>Do we know?</p> <ul style="list-style-type: none"> - How to hold a pencil and paintbrush in the correct way - How to use different materials and resources to create texture and patterns within our art - What colours to mix to create different shades of red, orange, green and pink. - How to create different types of lines. - How to draw around a variety of shapes. 	
Computing and Technological Understanding		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
<p>Previous years (EYFS) Within Freeflow activities in Reception children were able to access different technology and had the opportunity to explore and play with this.</p> <p>Revisit within this year In Once Upon a Time we explored how to use technology purposefully.</p>	<p>Can we...?</p> <ul style="list-style-type: none"> - Explain how to record videos to create a weather forecast. - Explain how to use the greenscreen app to have a picture of our map in the background of our weather forecast. - Explain how to use the Ipads safely and respectfully. - Use technology purposefully to create and store a weather forecast. <p>Do we know...?</p> <ul style="list-style-type: none"> - How to take pictures on the Ipad. - How to record videos on the Ipad. - What technology can be used for in the wider world such as Weather forecasts. 	

Week 6/7 – Preparing and recording our weather forecasts.

As a class discuss explore different weather forecasts.

What different information do we need to include within our own weather forecasts? Discuss which season we are in and what weather we are therefore more likely to use in our weather forecasts.

To explore how we might record our weather forecasts using the Ipads.

Vocabulary Oracy activities	<ul style="list-style-type: none"> ✓ Geography Vocabulary – Physical and human features of land, country, U.K, capital city, observations, seasonal and daily weather patterns, climate. ✓ Art/ D.T Vocabulary – Materials, Colour mixing, shades, texture ✓ Computing – technology, respectfully, safely, video, photograph ✓ Partner work and Talk Partner Time to share ideas. ✓ Key and new vocabulary discussed at the beginning of lessons. ✓ Use of visuals to support understanding of new vocabulary and concepts. ✓ Time to experiment with new tools and resources such as the Ipad's and art tools to experiment and investigate how to use these with support from an adult in the classroom 	Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?	<ul style="list-style-type: none"> - Creating their own weather forecast for the U.K to send to the 'CBBC' - Designing and making a weather station to make observations of the weather in our local area. - Designing and making different tools to measure the weather and using these to record the weather.
		Trips/ Visits / Experiences	<ul style="list-style-type: none"> - Creating own weather forecast to send to the 'CBBC' - Designing and making a weather station to make observations of the weather in our local area. - Designing and making different tools to measure the weather and using these to record the weather. - Creating our own digital Art gallery with the seasonal tree art work that we create.
Discrete subject learning focus areas			
Music	Rhythm and Pitch – How does Music tell us about the past?	RE	Christianity – why does Christmas matter to Christians?
PE	Fundamental movement skills: Static Balance, Dynamic Balance and Agility (Jumping and Landing)	PSHE	Relationships and Identity –To identify people and places that make us feel safe and why this is. To understand how we can stay safe.
Final quality products			
Final quality products	<ul style="list-style-type: none"> - Weather machine to record the weather in Jennett's Park - Weather forecast for the United Kingdom. - Piece of art work inspired by the seasons and the colours used within Monet's work. - Digital Art Gallery to showcase children's art work. 	Home learning opportunities	<ul style="list-style-type: none"> - Spellings to be uploaded to Seesaw weekly - Phonics videos to be sent home on Seesaw
International studies			
Prior learning: <ul style="list-style-type: none"> ✓ International Week Revisit within this year <ul style="list-style-type: none"> ✓ Map work Directional language 	<u>International Targets</u> <ul style="list-style-type: none"> • Understanding different cultures, values and customs • Building tolerance and respect for other cultures • Identify activities and habits which are different from but equal to their own 	Learning to come from those activities	<ul style="list-style-type: none"> - Comparing similarities and differences between the UK and other countries - Understanding how different religions and cultures celebrate Christmas.

	<ul style="list-style-type: none"> • Significance of relevant celebrations / rituals • Recognising individuality and independence of separate cultures/countries 		
Enriching our curriculum and personal development opportunities			
Prior opportunities	Experience	Learning to come from those activities	
	<ul style="list-style-type: none"> - Antbullying week - Pause Day - Diwali Dance Workshop - KS1 Christmas Concert - Pantomime - Family Carol Concert 	<ul style="list-style-type: none"> - RE Christmas story learning - Music, Oracy, confidence building 	