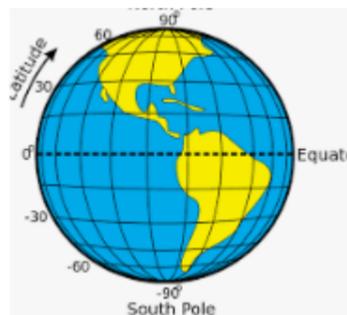


Seasons		Year 1 Autumn 1	
	Prior Knowledge	New Knowledge	Future Knowledge
Geography	<p>Discussion of the daily weather and being responsible for choosing suitable clothing for the weather outside.</p> <p>Know that we live in England which is part of the United Kingdom.</p> <p>Following 'Airport day', the children learned about some of the desert areas of the world and talked about countries that they would like to visit.</p> <p>Using maps to locate items around the school</p>	<p>Can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Can start to locate the hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>Can begin to understand that some parts of the world are hot and some are cold.</p> <p>Can start to recognise human and physical geographical features.</p>	<p>Physical geography, including coasts, rivers, hills, mountains and the water cycle. (Y4)</p> <p>Physical geography including climate zones (locating the hot and cold areas of the world), biomes and vegetation belts and describe the characteristics of these. (Y6)</p>
Science	<p>Experience of Forest School. Enjoying the environment first hand. Children will have discovered different materials and textures, used vocabulary such as hard/soft and rough/smooth.</p> <p>Discussed the changes in weather and in the seasons.</p> <p>Children will be able to distinguish between natural materials and those which are man-made.</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

Key Questions	Key Individuals	Key Vocabulary
<p>Can you name the four seasons?</p> <p>What happens as the seasons change?</p> <p>Why are some parts of the world hot and some are cold?</p> <p>How many different materials can you name?</p> <p>What are the properties of these materials?</p> <p>Why are properties important when choosing a material for a purpose?</p>	<p>Ernest Shackleton (1874-1922) An Antarctic explorer, who led 3 British expeditions to the Antarctic.</p> <p>Sir Ranulph Fiennes (1944 -) Is considered the world's greatest living explorer. He explored the North and South Pole and was the first person to cross Antarctica completely on foot.</p> <p>Alexander Parkes (1813-1890) Credited as one of the founders of plastic materials. He created the very first man-made plastic, Parkesine.</p>	<p>Seasons - (including Spring, Summer, Autumn, Winter) - as a year passes, regular changes occur in the weather. This cycle of weather changes is divided into four parts, known as the seasons.</p> <p>Materials - (including wood, metal, plastic, glass) - any substance that has a name; Everything is made up of materials.</p> <p>Waterproof - water cannot pass through an object or material.</p> <p>Absorbent - able to soak up a liquid or moisture.</p> <p>Transparent - allowing light to pass through</p>



Curriculum Leaflet

Year 1, Autumn 1

Year 1 will be exploring the topic: 'Seasons'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in Geography.

Maths	English	Home
<p>Maths Unit</p> <p>Place Value</p> <ul style="list-style-type: none"> • Sorting, counting, representing numbers • Read and write 1- 10 in numbers and words, using the correct formation • 1 more and 1 less • Using <, > and = to compare amounts • Comparing amounts using words • Ordering numbers and ordinal numbers (1st, 2nd) <p>Addition</p> <ul style="list-style-type: none"> • Introduction of a ten Frame • Part-part whole model • Fact families • Number bonds with systematic methods • Comparing number bonds • Addition and subtraction within 10 <p>Revisit and Consolidate</p> <ul style="list-style-type: none"> • 1 more 1 less, • Counting forwards and backwards 0-100 • Using a number line • Addition • Constructing number equations • Number bonds 	<p>We will be reading: <i>The Tree and the River</i>, Aaron Becker</p> <p>Writing Genres:</p> <p>Writing a short narrative:</p> <ul style="list-style-type: none"> • Capital letters • Finger spaces • Application of sounds taught so far • Simple punctuation <p>Lists/Labels</p> <ul style="list-style-type: none"> • Capital letters • Bullet points • Features • Finger spaces <p>Descriptive Writing:</p> <ul style="list-style-type: none"> • Nouns and adjectives • Begin to self-correct and edit their own work <p>Information writing</p> <ul style="list-style-type: none"> • Facts • Differences and similarities • Shared writing • Capital letters for proper nouns • Finger spaces and capital letters 	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> • Use of Phonics Play or a similar website to revisit and practise phonic sounds and tricky words • Local walk, looking for signs of Autumn • Playing in the leaves or collecting conkers • Daily reading • Writing or receiving postcards/letters from family in other parts of the country/world • Practise rapid recall of number bonds number bonds to 10 • Writing lists using bullet points • Discuss the weather each day • Discuss appropriate clothing choices for the weather • Look at a globe, draw attention to the equator • Talking about which season we are in and spotting signs of the seasons changing