



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 1 Autumn 1

#### Memory Box

##### Art & Design: *Ourselves/ Family*

- To use lines to represent objects that I can see.
- To produce a self-portrait thinking about the shape and where features are on the face.
- To look at portraits by famous artists and compare them to my own.
- To take apart and reconstruct basic shapes.
- To use art straws to create a recognisable skeleton image.
- To use a range materials creatively to make a moving skeleton/ owl collage.

##### Music: *Hip Hop*

Each unit in the Year 1 the music curriculum covers the following skills:

- To begin to recognise style.
- To find the pulse
- To recognise instruments.
- To begin to understand how pulse, rhythm and pitch work together to create music.
- Begin to learn that improvisation is when you make up your own tune and rhythm.
- To start to learn that composition is creating very simple rhythms and melodies.
- To sing songs and speak chants and rhymes.
- To work together in a group.
- To perform what I have learnt to an audience.

##### Computing: *We are Celebrating*

- To compare and contrast different celebration cards.
- To develop basic keyboard skills, through typing and formatting text.
- To manipulate computer written text.
- To create a digital image using different tools.
- To create a celebration card combining text and images.
- To evaluate a piece and think about whether it could be improved.

##### E-safety

- To recognise common uses of information technology beyond school.

##### PHSE and Relationships Education: *New Beginnings*

- To be able to agree and follow rules for a group and a classroom.
- To talk about how rules can help me.
- To be able to ask and answer a question

##### Safeguarding:

- To know who a stranger is.
- To know who I can ask if I am lost.

##### RE: *Why are we thankful?/Harvest*

- To know that we are all different and to respect differences between people.
- To know what it means to be thankful and the many different ways of showing we are grateful.
- To know the ways in which people thank God and what people might thank God for.
- Know why people are thankful for their talents.
- To understand what happens at Harvest and why Harvest Festival is celebrated.
- To investigate how Harvest is celebrated.



##### D&T:

No focus this half term.

##### PE:

###### Indoor: *Yoga*

The overriding principles behind teaching children yoga in school are:

- To understand that not all sport is competitive.
- To develop acceptance and tolerance of others and value all living things.
- To develop a healthy approach to eating and the ability to calm oneself and focus the mind.
- To teach children to focus, to be present, to concentrate and focus on their breathing.
- To teach calming techniques.
- To develop a greater sense self-awareness: strength, suppleness.
- To support positive mental health.

###### Outdoor: *Games (Rolling)*

- To be able to roll the ball along the floor.
- To be able to throw underarm.
- To know the difference between throwing, catching and rolling.
- To be able to move my body to receive a ball.
- To be able to pass the ball to a team mate.

##### History: *Who am I and where I am from?*

- To recall a memory and write or draw it.
- To draw or write down a family celebration from the past.
- To be able to explain how I have changed since I was born using words like – old, new, long time ago.
- To be able to ask questions about old and new objects.
- To sort objects and pictures into now and ones from the past using word like – old new, long time ago and suggest what they might have been used for.
- To play a range of games from past generations.
- To be able to talk about why objects were different in the past compared to now.
- To make a list of things to collect for a memory box that would help someone from the future understand what life it like for children

##### Geography: *Wonderful Weather*

- To be able to describe the types of weather we have in our country and to record weather that I see on a weather chart.
- To know and order the different seasons in the year and talk about how the weather affects us.
- To be able to understand what weather forecasts show and use words to describe the weather in my own forecast.
- To be able to understand the dangers of weather and how to stay safe.
- To be able to talk about what hot and cold countries are like and what I might find there.
- To use my map skills to find hot and cold places.
- To explain what clothes I should wear in hot and cold places in relation to the poles.

##### Science: *Seasonal Changes*

NB: Some of these tests will need to be measured across a range of days throughout the year – perhaps part of the morning or end of day routine?

- To make observations about the weather.
- To order the months of the year and say what season we are in at the moment.
- To answer scientific questions by talking about all the different types of weather we can have.
- To find out and match the type of cloud to the captions.
- To carry out a test to see how much wind there is in the Autumn and talk about what we found out.
- **To set up a test to see how much rain falls, collect what we found out and talk about the results.**
- **To measure how warm water is and compare this to the temperature outside.**
- **To observe how much sunlight there is during the year.**
- To survey what happens to nature in different seasons.