



All About Me – Autumn 1 – 2023

Synopsis:

RE - Big Question - How did our world start?

Science - Big Question - Why are humans not like a Jellyfish/Starfish?

Picture books on families, our body, feelings etc

Science - the human body - parts of the body and senses.

Geography - our town, our country and seasonal changes.

History - timelines

History

Learning Sequence:

What is the past?

Introducing the class timeline.

Looking at when they were born and adding 2017/2018 onto the timeline.

Historical Concepts

Describe and discuss historical events beyond living memory

Use a timeline to develop chronological language eg past, present, older, newer

Historical Questions

Ask some questions about the past

Historical Vocabulary

Use historical vocabulary eg past, present, long ago, timeline

Geography

Learning Sequence:

Where do we live? Look at Google Maps and focus on the school and surrounding area. What features do they recognise?

In provision - laptops, map, globe, atlas.

Challenge - Can you find England on a map, atlas or globe?

Locational Knowledge

Name four countries of the UK and their capital cities

Human & Physical Geography

Talk about daily weather and seasonal weather patterns in the UK

Skills & Fieldwork

Start to use world maps, atlases and globes

D&T

Learning Sequence:

Children to research, design, make and evaluate a biscuit of their face.

Using mirrors, the children will look at their features.

Discuss healthy choices and food.
In provision - mirrors, playdough.

Design

Design simple products that work and look appealing

Evaluate

Discuss own ideas and designs

Make

Use a range of materials and components eg construction, textiles and ingredients

Art

Learning Sequence:

In Learning Journeys the children will draw a portrait of themselves and label parts of the body.

Handprints for the children to use as a display - Starfish and Jellyfish.

In provision - paints, different sized brushes, pencils, coloured pencils, felt tips.

Media & Materials

In pencil, draw lines of different length and thickness

In painting, use thick and thin brushes to produce lines and shapes

Vocabulary

Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark

Skills

Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials

Learning Sequence:

Recognising technology around us and how to use it.

Model how to take a photograph with an ipad.

Developing mouse and keyboard skills.

Learning Sequence:

Autumn 1 - Charanga.

Body percussion.

Songs about our body and senses.

PE

Learning Sequence:

Invasion games.

Participation

Participate in team games

Begin to develop simple tactics for attacking and defending

Science

Learning Sequence:

1. Ask the children how many body parts they can name. Sing head, shoulders, knees and toes. Change the words to different parts of the body. Introduce the books, jigsaws, resources in provision to support.

Challenge for the week - draw yourself and label the body parts.

2. Watch the Twinkl 'KS1 Human Body' PowerPoint. Draw around a child to be put onto the Science display and begin to label the parts we know. In provision challenge the children to draw some parts/paint pictures to support the display.

3. Sing the song about 'the senses'. Ask the children to name the 5 senses. In Provision challenge the children to hear, smell, feel (with different parts of their body) and look.

Adult Led - Draw around your hand. Label/List/Name the 5 senses.

4. Watch the Twinkl 'KS1 Science-Senses-Taste' PowerPoint. Introduce different foods to investigate- smell, taste. Investigate the foods - What's your favourite? What surprised you? What's your least favourite?

Make Observations

Start to observe closely

Ask Questions

Start to ask and suggest answers to simple scientific questions

Use first-hand practical experiences to find answers

Analyse Data

Start to discuss what they have found out

Use Equipment

Begin to use simple equipment eg egg timers, hand lenses

Animals Including Humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Learning Sequence:

Handwriting practise in phonics lesson.

Labelling body parts in Learning Journey.

Shopping list for ingredients for biscuits.

Sentence writing about the seasonal changes in Autumn.

Challenge - Can you write your name?

Learning Sequence:

Weekly 1:1 reading with an adult.

Picture books in provision.

Reading corner with different genres of books.

Daily phonics sessions.

Learning Sequence:

Daily counting forwards and backwards.

2d shapes - recognising properties and names.