

Yr 1 Autumn Term– Pirates.

Proud to be Purple Curriculum (incorporating SMSC/British Values and Assembly Programme)

Science

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

Maths

- Children lay foundations in independently counting beyond 20. They embed solid understanding of the concepts of adding and subtracting, learning what these operations do to numbers. They use small value coins to calculate amounts and begin to use standard

Geography

- Begin to name and locate the world's 7 continents and 5 oceans
- Look at where the Caribbean is in relation to the equator.
- Use world maps, atlases etc to identify where the Caribbean is in relation to the UK.
- Use language to describe an island, such as beach, cliff, coast, forest, sea, ocean, river, weather.
- Understand what a map is and that a map means looking down from above.
- Use aerial photographs and plans to recognise basic physical features
- Devise a simple map and use and construct basic symbols in a key.
- Use simple compass directions (north, south, east and west) and locational and directional language (for example near and far, left and right) to describe the location of features and routes on a map.

English

- Focuses in writing include: Using phonics in writing, capital letters for names and at the start of a sentences, writing on the left/on the line, finger spaces, full stops, correct letter formation.
- Focuses in reading include: use appropriate phonics to sound out unknown words, recognising Common Exception Word, recognise author, title, illustrator and blurb.

DT

- Understand simple mechanisms in the form of levers and sliders.
- Design a simple mechanism for a purpose and evaluate its effectiveness.

Art

- Be able to observe an object closely and show that object and its details through close observational drawing.
- Be able to use a viewfinder to focus attention to detail.
- Use appropriate media to create an image
- Compare and evaluate images created for improvements.

PE

- Games- choose and use skills effectively for particular games, move fluently, changing direction and speed, listen to instructions and recognise space in games.
- Dance- explore movement, remember and repeat linking actions with coordination, copy and describe dance movement.
- Gym- carry and place apparatus safely- perform basic gymnastic actions including travelling, link and repeat basic actions, create and perform simple movement phrases.

R.E

- understanding that people have different needs, views and beliefs to be treated with respect.
- developing respect for our own beliefs and for those of other people.
- understanding that others should treat our views, needs and beliefs with respect.
- recognising religious objects, people and practices.

Music

- identifying and exploring a variety of environmental sounds.
- composing and performing own music compositions.
- identifying and exploring ways of making long and short sounds.
- knowing how to create a steady beat.

ICT

- understanding that programs work by using clear, precise instructions.
- Create a simple programme
- Evaluate the effectiveness of the programme created.

Circle Time/PSHE

- knowing that we learn in different ways.
- knowing that we can choose a realistic goal and break the goal down into small steps.
- recognising some of our strengths as a learner.
- knowing how to resist distractions.
- learning from our successes.
- predicting and understanding the consequence of reaching our goal.

<u>Social</u>	<u>Moral</u>	<u>Spiritual</u>	<u>Cultural</u>	<u>Democracy</u>	<u>Rule of Law</u>	<u>Individual Liberty</u>	<u>Tolerance of Others</u>	<u>Respect for Others and Self</u>
<ul style="list-style-type: none"> • During Dare to Try sessions, children listen to the viewpoints of others. They choose which idea to use and learn how to manage conflict during this decision process. 	<ul style="list-style-type: none"> • Children consider Blackbeard's actions when he abandons his crew. • They examine the point of view of the other group of pirates when working on 'Pirates Love Underpants'. • Children consider the 'goody' and 'baddy' characters in Traditional Tales. 	<ul style="list-style-type: none"> • Children consider the feelings of Blackbeard's crew and the characters in 'Pirates Love Underpants'. • Dare To Try activities encourage children to reflect on the impact of their behaviour on others. 	<ul style="list-style-type: none"> • learning about the different countries in the different continents and the diversity in each. 	<ul style="list-style-type: none"> • Children pretend to be Blackbeard's crew. After being stranded on the island, they prioritise who should survive by voting on what is most important. • Children choose school council reps by vote. 	<ul style="list-style-type: none"> • Children choose school rules in September • They discuss and write a pirate code • They write instructions in English about how to be safe in school. 	<ul style="list-style-type: none"> • Children make individual choices about the jobs they will have on board the pirate ship and what personal skills they need to fulfil their chosen role. • They decide how to tackle Blackbeard. 	<ul style="list-style-type: none"> • In RE children learn about Judaism and Christianity and learn that people have different beliefs. • In circle time, they understand that each of us is different and that not everyone thinks the same way. 	<ul style="list-style-type: none"> • Children are given the opportunity to discuss ideas and show other children respect for their ideas. • In Dare to Try sessions children reflect on their own behaviour and how their behaviour affected others.