KS1 Topic Title: Let's Pretend!

Term: Autumn 2 (Year 1) **Weeks:** 7 Weeks

Events:

Subject	NC Objectives	Learning Outcomes & Assessment
History	**Content** ▪ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **Aims** The national curriculum for history aims to ensure that all pupils: ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	**All children should be able to**: • Explain what they know about toys today. • Explain how we can find out about the past. • Describe features of different toys. • Recognise old and new toys. • Use words relating to the passing of time. **Most children will be able to**: • Identify different sources we can use to find out about the past. • Ask and answer simple questions. • Compare two toys from different time periods, identifying similarities and differences. • Use words and phrases relating to the passing of time. **Some children will be able to:** • Begin to question and debate the reliability of sources. • Think of some questions for their own enquiries into other aspects of everyday life which may interest them, for example food or houses. • Compare two toys from different time periods, identifying similarities and differences and begin to suggest reasons for this.
D&T	**Content** When designing and making, pupils should be taught to: **Design:** ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria **Make:**	**All children should be able to**: • Judge existing products on a simple scale. • Use a graphics program to create a simple design. • Work with support to cut out a fabric shape. • Start to demonstrate how to create a basic stitch. • Decorate a piece of fabric.

	▪ select from and use a range of tools and equipment to perform practical tasks. ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate:** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Aims** The national curriculum for design and technology aims to ensure that all pupils: ▪ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ▪ critique, evaluate and test their ideas and products and the work of others ▪ understand and apply the principles of nutrition and learn how to cook.	**Most children will be able to**: • Say what they like and dislike about the design of existing products. • Use a graphics program to repeat and fill images to create an appealing design. • Demonstrate some accuracy when cutting around a fabric shape. • Create a seam using a simple running stitch. • Choose appropriate fabric to add decoration. **Some children will be able to**: • Suggest improvements to existing products. • Experiment with images and layout using a computer generated design. • Precisely cut around a fabric shape. • Use some different types of stitches • Carefully select fabrics to add decoration.
Science	**Content** **Working Scientifically** ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions. **Everyday Materials** ▪ 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	**All children should be able to:** ▪ Identify and name everyday materials ▪ Describe simple properties of everyday materials ▪ Observe closely ▪ Sort objects two different ways **Most children will be able to:** ▪ Distinguish between an object and the material that it is made from ▪ Make a prediction ▪ Perform a simple test ▪ Use observations to answer simple questions ▪ Sort objects three different ways **Some children will be able to:** ▪ Describe and compare the properties of everyday materials

	▪ 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. **Aims** ▪ develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics ▪ develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them ▪ are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.	▪ Make a prediction and suggest a reason ▪ Suggest how a simple test could be made 'fair' ▪ Use their observations, experiences and ideas to ask and answer questions ▪ Explain an outcome and suggest reasons for it.
PSHE	**Jigsaw Scheme of Work** Unit 2 – Celebrating Difference (PSHE Association – Relationships KS1) 5- Share opinions on things that matter to them and explain their views through discussions with one other person and the whole class 8- Identify and respect the differences and similarities between people 11- Know that people's bodies and feelings can be hurt	**All children should be able to:** • talk about one thing that makes them different from my friends • describe one thing that is special about them **Most children will be able to:** • talk about one thing that makes them different from my friends • describe one thing that is special about them • understand these differences make us all special and unique **Some children will be able to:** • describe a variety of ways that I am different from my friends • tell you why I am proud of the things that make me special
RE	**Kirklees Agreed Syllabus** Unit 1.2 – Celebrating Special Occasions A. Investigate the beliefs and practices of religions and other world views, including:	**All children should be able to:** • Talk about celebrations they have experienced. • Find out about other celebrations.

	2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. **SMSC LINKS:** **Spiritual** - thinking about the ways people celebrate, and looking for links to their own lives. **Cultural** - exploring celebrations within the Muslim culture and local communities. **Social** - working with others to talk about and plan a celebration **Moral** - considering the importance of thankfulness and respecting other people's traditions	**Most children will be able to:** • Name some celebrations and talk about how these are celebrated • Talk about their experiences and feelings connected to celebrations or customs • Notice what happens and respond to questions about the meanings of religious celebrations **Some children will be able to:** • Explore a range of religious celebrations • Respond sensitively with their own ideas about celebrations and the meanings behind them
Computing	**Content** **(Switched On Computing Unit 1.6 – We are Celebrating)** Pupils should be taught to: ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school ▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. **Aims** The national curriculum for computing aims to ensure that all pupils:	**All children should be able to**: • Enter text for their card • Find appropriate images using a search engine • Combine text and an image to make a greetings card • Be able to save and load files from the computer drive or network **Most children will be able to**: • Understand how to use the keyboard to enter non-alphabetic characters • Modify the appearance of text on their card • Edit images to personalise them • Combine text and an image to make a greetings card with a clear sense of purpose • Think about the relative merits of printed greetings cards and e-cards **Some children will be able to**: • Appreciate the need for accurate typing • Ensure that their text is spelled correctly and is appropriate for their event and recipient • Create a pleasing card combining a sourced image and their own work • Make well-judged changes or additions to their card • Begin to understand how files are stored on a computer drive or the network

	▪ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ▪ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ▪ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ▪ are responsible, competent, confident and creative users of information and communication technology.	
PE	**Content** **(Dance)** Pupils should be taught to: ▪ perform dances using simple movement patterns. **Aims** The national curriculum for physical education aims to ensure that all pupils: ▪ develop competence to excel in a broad range of physical activities ▪ are physically active for sustained periods of time ▪ engage in competitive sports and activities ▪ lead healthy, active lives.	**KS1 Power of PE Scheme outcomes:** 2. Demonstrate changes of direction, speed & level during performances or in competitive environments 3. Show an awareness of how the body changes/functions during exercise 4. Perform and repeat sequences of movements 8. With guidance participate displaying respect, fair play and working well with others
Music	**Content** Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes. ▪ play tuned and untuned instruments musically. ▪ listen with concentration and understanding to a range of high-quality live and recorded music.	**All children should be able to**: • Enter **Most children will be able to**: • Understand **Some children will be able to**: • Appreciate

	▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. **Aims** The national curriculum for music aims to ensure that all pupils: ▪ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. ▪ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. ▪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	