



KS1 Curriculum Sequence Autumn 1 Cycle A



The Colours of Me!



Geography:

Where Do I Live? Intent:
To find out more about the village, country and continent we live in. We will find out where the United Kingdom is located on a world map and explore the features of the countries and capital cities of the UK, before finding out more about our local area.

Sequence of Lessons:
Key Question: What is geography all about?
1. Identify the UK and its four countries on a world map and investigate the Union Flag and what it represents.
2. Use a map to find our towns and streets in the local area.
3. Describe where we live, including country, town and street, and explore the differences between urban and rural areas.
4. Walk around the local area and take photographs of the key physical and human features that we can see.
5. Draw a simple map of the school using an ariel photo.

Vocabulary
City, town, village, country, settlement, capital city, Earth, continent, ocean, sea, Europe, UK, England, Northern Ireland, Wales, Scotland, Houses, population, urban, rural, hills, mountain, fields, rivers, lakes, lochs, monarchy, parliament, government, , Union Jack,

Outcome/Composite
Produce a simple map of the school using an ariel photo.



Science

All About Me! Intent:
This series of lessons will start the study of seasonal changes and we will begin to work scientifically by using our observations to compare and contrast throughout the year. Pupils will have opportunities to learn the names of the main body parts.

Sequence of Lessons:
Yr 1: Seasonal Changes
1. Name the seasons and put them in the correct order.
2. Describe some of the things that happen in each season.
3. Identify a particular month with a season.
Y1 Animals including Humans
1. Produce a labelled drawing of the human body.
2. Identify the parts of the body associated with each sense.
3. Identify some factors which affect taste.
Yr 2 Animals, including Humans
1. describe the life cycle of humans (5 stages of development).

Vocabulary
Autumn, Winter, Spring, Summer, cycle, Celsius, temperature, thermometer, season, change, rainfall, centimetres. Body, head, arms, legs, torso, wrist, ankle, thigh, hips, chest, sense, taste, smell, touch, sight, hearing, taste buds, baby, toddler, child, teenager, adult

Outcome/Composite
Work completed in books and class floor book.



History

What is my history? Intent:
These lessons will provide pupils with the opportunity to talk about what history is and explore the idea of evidence in a way that links closely to their own experience. We will think about other members of our families and their experiences at the same age.

Sequence of Lessons:
1. What is History? Can we order significant events in our life in chronological order?
2. Family Trees show a families history. Can we create a simple family tree?
3. What are our toys like today?
4. What are other people's toys like?
5. How can we tell if toys are new or old?
6. What were our grandparents toys like?



Vocabulary
Past, chronological, timeline, family tree, similarity, difference, evidence, primary source, old, new, reproduction

Outcome/Composite
Family Tree Poster
Class Display



Art

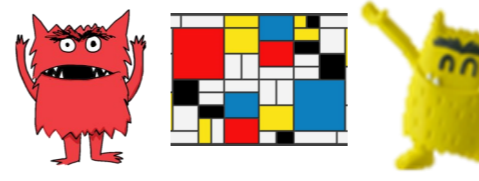
Colour Creations Intent:
Children will explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

Sequence of Lessons:
Step 1: identify colours and the objects that are associated with them.
Step 2: identify primary colours (Mondrian)
Step 3: mix primary colours to create secondary colours.
Step 4: create light and dark shades of colour.
Step 5: experiment with different brushes (including brushstrokes) and other painting tools



Vocabulary
Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

Outcome/Composite
Produce art based on the work of Kandinsky's circles.



ICT

Mouse and Keyboard skills Intent:
Learn to control a computer in different ways, including touching the screen on a device such as an iPad or with a keyboard for typing letters and numbers. When typing, try to use as many of your fingers as possible to improve the speed.

Sequence of Lessons:
Yr 1 Focus:
1. Move the mouse or trackpad and left click to select an object.
2. Drag and drop with mouse or trackpad to move objects around the screen.
Year 2 Focus:
3. Find letters or numbers on a keyboard.
4. Begin touch typing with home row keys.
Vocabulary:
Mouse, trackpad, cursor, left button, scroll wheel, home row.

PSHE: Yr 1

Sequence of Lessons:
1. Welcome to School
Positive behaviours, why they are important and how they link to school or classroom rules.
2. Emergencies and calling 999
Understand and know what to do in an emergency.

REAL PE Skills

Coordination:
Footwork

Music

Intent:
Pupils will explore pulse, rhythm and pitch (using voice, body percussion and musical instruments) through improvising and composing both rhythmic and melodic patterns, phrases and simple melodies whilst learning to notate, read and play musical notation from graphic scores.

Sequence of Lessons:
1. Improvise and compose rhythmic and melodic phrases
2. Sequence body percussion to create sound effects for autumnal rainstorm.
3. Notate simple melodies, feel the pulse, demonstrate the difference between pulse and rhythm.
4. Compose lyrics to create a pictorial map. Compose rhythmical patterns to layer to each verse.
5. Sequence rhythm flash cards to get the rhythmic sequence for a song.
6. Feeling the pulse and using actions.
Vocabulary: Chants, syllables, symbols, notate, notation, rhythm, crotchet, paired quavers, crotchet rest, rhythm, rhythmic, improvise, phrase, melody, melodic, pitch, higher, lower, drones, ostinato

PSHE: Yr 2

Sequence of Lessons:
1. Respecting Uniqueness
Understand that we are all special and unique.
2. Identifying the communities we belong to.
3. Learn about dental health and the benefits of good oral hygiene.

Static Balance:

One Leg

