

# Thurgoland CE Primary School

Learning Together in Faith and Joy

Year 1  
AUTUMN  
The World  
Around Me

## Science

**Ourselves: The body and Our Senses**  
How does our body work?

This term we will be exploring our bodies and the five senses.

Children will learn to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

We will explore scientifically through identifying, classifying, making observations, gathering and recording data as well as suggesting our own questions and answers. Children will begin to plan, conduct and record findings from simple investigations.

## Computing

**Algorithms and Video Recording**

### We are treasure hunters

Understand that a programmable toy can be controlled by inputting a sequence of instructions.

Develop and record sequences of instructions.

Program the toy to follow the sequence.

Debug their programs.

Predict how their programs will work.

### We are TV program makers

Use different features of a video camera.

Use a video camera to capture moving images.

Work together in a group.

Discuss their work and think about how it could be improved.

## Geography

**Our school, our village.**  
What makes our school special?

### Locational knowledge

Children will begin to discuss the continent that we live on and children will begin to recognise that England is part of the UK.

### Place knowledge

Children will look at the human and physical features of the local environment including school and the village.

### Human and physical geography

They will begin to use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

### Geographical skills and fieldwork

Children will look at aerial photographs of the school and surrounding environment to begin to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

## History

**A Local Village Study: Thurgoland Through Time**  
How has our village changed?

Children will think about how are local area has changed by looking at significant historical places in their own locality.

### Chronological understanding

They will discuss the village in terms of its past and present and begin to order images by age.

### Knowledge and understanding of events, people and places in the past

Children will look at photographs to describe what the buildings used to look like and identify difference between now and then.

### Historical interpretation and enquiry

Children will discover about Thurgoland's past through pictures, videos and walking through the village. They will use these resources to think of their own questions about what the village was like in the past.



## Art

### Portraits and Self-portraits

Children will learn about portraits, and use different materials and techniques to produce their own portraits.

The children will have the opportunity to explore the work of portrait painters such as Pablo Picasso, Henri Matisse, Frida Kahlo, Rembrandt, describe similarities and differences and create artwork inspired by them.

The children will draw portraits from observations using pencil, pastel and charcoal. They will mix paint to an appropriate consistency and will be supported in learning about primary and secondary colours, using them in their own portrait paintings.

## PSHE

### Health and wellbeing

Children will begin to understand the importance of their own health including physical activity, healthy eating, sleep and how to manage their feelings.

### Relationships

Children will discuss right and wrong, fair and unfair as well as beginning to understand empathy and how to communicate their feelings.

### Living in the wider world

At the beginning of the year, as a class, we will discuss our responsibilities and rules within our new classroom and the whole school environment.

## Music

### Hey you!

#### Rhythm in the way we walk Charanga/Jolly Music Schemes

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

To play tuned and untuned instruments musically.

To listen with concentration and understanding to a range of high-quality live and recorded music.

To experiment with, create, select and combine sounds using the inter-related dimensions of music.



### Food Technology Fruit Salad

#### Can we make a healthy snack?

Develop understanding that all food comes from plants or animals, learn about the 5 food groups and the importance of healthy eating. Understand that fruit is farmed here and abroad, and can be grown at home. Develop food preparation skills – cutting, peeling, slicing fruit and use utensils safely.

## P.E.

### Schemes: Real PE & iMoves Dance Balance, Agility and Coordination

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  
To participate in team games, developing simple tactics for attacking and defending  
To perform dances using simple movement patterns.

## RE

### Creation and Christmas Story

#### What do Christians believe God is like?

#### Does God want Christians to look after the world?

Retell the Christian creation story. Explore how this influences how Christians behave towards nature and the environment.

#### Christmas story:

#### What gift would I have given Jesus if he had been born in my town?

Reflect on the Christmas story and decide what gifts would be meaningful for Jesus.

### DT Finger Puppets

#### Design

Generate, develop, model and communicate their ideas through talking, drawing and templates.

#### Make

Select from and use a wide range of materials and components according to their characteristics.

Understand how to join fabrics with different techniques

#### Evaluate

Evaluate ideas against a criteria.

#### Dance:

**Healthy Me:** To enjoy creating and performing short dance sequences to music using turn, travel, jump, gesture and levels.

**Dinosaurs:** Creating and performing short dance sequences using travel, turn, jump and gesture levels.

**Real PE:** Co-ordination floor movement patterns using static balance, one leg standing with links to football Dynamic balance to agility/static balance: seated with links to tag rugby