

# Year 1 Foundation Curriculum – Autumn Term Overview

## Key Concepts: Local Area, Weather, Sustainability

<b>Religious Education 1</b> <b>Belonging</b>  <b>Key questions:</b> <b>What does it mean to belong?</b> What does it mean to belong to a family? What happens when a child joins a religious family? What have we learnt about the importance of belonging to a religious family? <b>Vocabulary:</b> Belonging, family, worship, naming ceremony, Islam mosque, Hinduism, temple/mandir, Christianity, church		<b>History</b> <b>Then and Now</b> <b>Toys Through Time</b>  <b>Key Questions:</b> How do we know this toy is old? When was it made? How do you know? What differences are there between our grandparents' toys and our toys? How have toys changed since when we were babies? <b>How have toys changed over time? What are the similarities and differences?</b> <b>Vocabulary:</b> Past, now, old, new, different, wood, metal, electricity, batteries, materials		<b>Religious Education 2</b> <b>Christianity: Unit 1: Christianity and the Christmas Story</b>  <b>Key questions:</b> <b>What do Christians remember at Christmas?</b> What do Christians believe about Jesus? Why is the Bible important to Christians?  <b>Vocabulary:</b> Jesus, God, church, worship, prayer, advent, christening, Christian, Christmas, celebration, son of God, bible, birth, life, remember, belief		
<b>Computing</b> <b>Online Safety</b> <b>What to do if you need help</b>  <b>Key Questions:</b> <b>What should you do if you find inappropriate information or pictures when using technology?</b> Which web browsers should you use?  <b>Vocabulary:</b> Online, safety		<b>Geography</b> <b>Local Area and Environmental Study</b>  <b>Key Questions:</b> <b>What are the counties and capital cities of the UK? What are the features of an island?</b> What are the key human and physical geographical features in my local area? What impact are humans having on the local environment? How has the local environment changed over the last few years? What are the key features of a map? What are the similarities between a city, town and village? What are the advantages and disadvantages of living in a big city? How do you know if your local area is a city, town or village? <b>Vocabulary:</b> Ariel view, compass, city, environment, harbour, high street, key, local area, map, river, route, town, shops, symbols, village		<b>Design Technology</b> <b>Upcycling</b>  <b>Key Questions:</b> <b>How can we reuse single use plastic?</b> What does single-use plastic mean? What are the properties of plastic? <b>Vocabulary:</b> upcycling, plastic, single-use, multi-use, recycle, reuse, waste, disposable, make, draw, cut, shape, build, tool, design, finish, Join, strengthen		
<b>PHSE 1</b> <b>Relationships:</b> <b>Ourselves &amp; Others</b>  <b>Key question:</b> <b>Who is special to us?</b>	<b>PHSE 2</b> <b>Health &amp; Wellbeing:</b> <b>Being Healthy</b>  <b>Key question:</b> <b>What helps us stay healthy?</b>	<b>MFL</b> <b>French</b>  In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.		<b>Physical Education 1</b> <b>Playground Games &amp; Dance</b>  <b>Key Questions:</b> <b>What is the aim of this game?</b> <b>How does this piece of music make you want to move?</b> <b>Vocabulary:</b> Games, play, partner, dance, movement	<b>Physical Education 2</b> <b>Multi Skills &amp; Gymnastics</b>  <b>Key Questions:</b> <b>What makes you move faster?</b> <b>What shapes can our bodies make?</b> <b>Vocabulary:</b> Ball, kick, catch, throw, move, stretch, sequence	
<b>Music</b> <b>Exploring Pulse &amp; Pitch</b>  <b>Key Questions:</b> <b>Why do we use duple &amp; triple time?</b> <b>Can you play/clap the pulse/rhythm?</b> <b>Vocabulary:</b> Pulse, rhythm, duple, triple, time, tempo	<b>Science</b> <b>Materials</b>  <b>Key Questions:</b> <b>Which material would make the best...?</b> Is a boat always made of wood? What is similar, what is different?  <b>Vocabulary:</b> Object, material, wood, plastic, glass, metal, water, rock, paper, fabric, rubber, wool, hard, soft, stretchy, bendy, waterproof, shiny, absorbent, rough, smooth <b>Scientific working procedural knowledge:</b> Observe, compare, sort & organise, predict, experiment, conclude, apply		<b>Art</b> <b>Toys (Link to History)</b> <b>Artist Focus: Henry Matisse</b>  <b>Drawing</b> Close observational drawing using pencil Painting Experiment with mixing paint colours. <b>Collage</b> Use paper to produce collage in the style of artist (toy) use Matisse Snail as a stimulus for practising paper collage.  <b>Key questions:</b> <b>How do we make secondary colours?</b> <b>How do I make the paper different shapes and sizes so that it fits my design?</b>  <b>Vocabulary:</b> Painting: Colour names, primary, secondary Collage: Texture, material, layer, tear, cut, join, Sketchbook Mark making: thick, wavy, thin, straight, light, dark			
<b>Music</b> <b>Exploring Symbols to Notate Music</b>  <b>Key Questions:</b> <b>What type of voice should we use for a lullaby?</b> <b>If you were a sailor on a ship, would you use a loud or quiet voice?</b> <b>Vocabulary:</b> Melody, lyrics, pitch expression, dynamics, loud, quiet						