

Sequence of Teaching: Year 1.

Term: Autumn 1st Half Term 2022

Topic: Toys

CURRICULUM AREA	WEEK 1 5/9/22	WEEK 2 12/9/22	WEEK 3 19/9/22	WEEK 4 26/9/22	WEEK 5 3/10/22	WEEK 6 10/10/22	WEEK 7 17/10/22
Events/Theme of the week	Beginnings Routines Class rules SMART values R5 - R8 -relationships		Rosh Hashanah 25-27/9	Rosh Hashanah 25-27/9	October - Black History Month Yom Kippur 4-5/10 Sukkot 9-16/10	October - Black History Month Sukkot 9-16/10	October - Black History Month
RRS Articles	Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.	Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.	Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.	Article 23 You have the right to special education and care if you have a disability, so you can live a full and independent life.	Article 30 You have the right to practice your own culture, language and religion.	Article 2 No child should be treated unfairly on any basis.	Article 27 You have the right to food, clothing, a safe place to live and have your basic needs met.
English	All about me Personal profiles	Sentence structure	See Saw Predictions and descriptions of teddy	See Saw Missing Posters	Sea Saw Predictions, thought bubbles and questions for Sofia.	Coming to England Ordering events in a story. Understanding a character's thoughts and feelings.	Coming to England Describing actions using verbs
Grammar	Using a capital letter for personal pronoun I.	Using a capital letter for personal pronoun I.	Drawing attention to the modelling of use of finger	Capital letter for names/nouns e.g. Harry	Using suffixes ed and ing. e.g. fixed/fixing	Using suffixes ed and ing. e.g. fixed/fixing	Using verbs to describe actions.

	Finger spaces and full stops. Formation of letters.	Finger spaces and full stops. Formation of letters.	spaces in shared writing. Using finger spaces in personal writing. Using adjectives to describe nouns	(Continue modelling use of I and finger spaces) Noun phrases			
Maths	Counting (0-20). -ordering and writing numbers Number Order	Writing numbers. -missing numbers forwards and backwards within 10 then 20 -counting to 100 Formation of numbers	Sorting numbers - more/less of a given number < , > and = signs	Ordinal Numbers First Second Third etc	Introducing Addition -part whole model Number bonds to 10	Addition Family facts Compare number bonds Number bonds to 10	Number bonds- Adding together Symbols + and = Number sentences telling a story Adding one digit and two digit numbers
OMS	Counting forwards and backwards to 10 then 20 and 100	Counting forwards and backwards to 10 then 20 and 100 counting to 20 and back Ordering numbers from 1 to 20	Ordering numbers Reading number words to digits	Reading number words	Matching number/ number words with a number of objects. Sorting objects by diff criteria	More/less > and < signs	Writing numbers Ordinal numbers
Science	Body parts Know the body parts. Label them correctly.	Body parts /Senses Know the body parts. Label them correctly.	Senses	Seasonal changes Plants: seeds and bulbs Our senses	Seasonal changes Animals incl. humans How do people get ready for Autumn	Seasonal changes Animals incl. humans How do animals get ready for Autumn (hibernation)	Seasonal changes Recording temperature/rain fall - cc maths

					Materials and their properties		
<p>Computing</p> <p>We are Treasure Hunters -</p> <p>- Understand algorithms and debugging.</p>	<p>Switched on planning</p> <p>Understand algorithms</p> <p>Use bee bots to give instructions.</p> <p>Ongoing</p> <p>E-Safety</p>	<p>Switched on planning</p> <p>Use programmable toys and bee bots</p>	<p>Switched on planning</p> <p>Create programmable toy to go to a location.</p>	<p>Switched on planning</p> <p>Debugging - use programmable toy to clear a debug.</p>	<p>Switched on planning</p> <p>Make prediction about the instructions.</p>	<p>Switched on planning</p> <p>Use a treasure map through programming</p>	<p>Switched on planning</p>
<p>History</p>	<p>Introduction to topic - Toys-</p> <p>Talk about the toys that they play with.</p> <p>Use toy shop in outdoor area.</p> <p>Ask children to bring shoe boxes to create shelves.</p>	<p>Discuss old/new toys.</p> <p>Sharing our favourite toys.</p> <p>Looking at toys from around the world.</p> <p>Beginning</p>	<p>.Observing details of old toys.</p> <p>Sketching and drawing old toys.</p> <p>How do they work?</p> <p>Beginning</p>	<p>How have toys changed over time? Why?</p> <p>Why do different ch in different parts of the world have different toys?</p>	<p>Become curators - children to bring and display a toy from home.</p> <p>Advancing</p>	<p>Making old toys (Peg dolls)</p> <p>Making old toys. (Ball & Cup game).</p> <p>Advancing</p>	<p>Play with our old toys and show the ones that we have made.</p> <p>Evaluate them and talk about likes and dislikes.</p> <p>Advancing</p>

	Beginning			Advancing			
Geography	Using Google images to look at and discuss our local area. Follow Voyagers scheme of work. Unit 1	→	Discuss the places that we use in our local area. Draw & paint these.	Walk around local area focusing on amenities and layout (Take photos)	Make a map of our local area Make a map for a Bee Bot Discuss scale and squares	use ICT to write instructions → to go from one place to another. Route planner	Photo presentation of terms work
Art and Design	Drawing techniques observational drawing. Drawing ourselves	See cross Looking at natural materials. Use of iPads to take pictures of natural objects	Andy Goldsworthy curricular links Painting techniques/Brush use Use of iPads to take pictures of Art work.	Build on the work of painting	Painting, sketching, collage. Colour mixing	Build on creating sculptures using natural materials.	Build on creating sculptures using natural materials.
DT	See cross curricular links- how do toys work?	Look at old toys how the work. Look at different mechanisms of toys. Look at toys in different countries.	Design a toys that will work using a lever	Children to begin to create a toy using a lever			Evaluate the design of their toy.
Music	Warm ups with voice Happy time hoedown with claves	The Nutcracker March in time to music (pulse)	The Nutcracker Character and mood of music	The Nutcracker Compare Sugar Plum Fairy and Trepak	The Nutcracker Movement	The Nutcracker Fast/slow Pulse - percussion	The Nutcracker dynamics

					Trepak - rhythmic percussion		
RE	Being kind to one another and fitting into school (connected to SMART values).	What does belonging mean? Family trees.	Belonging to different group outside of the families.	Belonging to places, religions, faiths	Talk about the Christian creation story and the Bible.	Talk about Muslim faith.	Belonging and taking part in festivals.
PSHE	Talking about class rules and expectations	Changes in year one and transition. Explaining our feelings when learning new things.	Class charters - articles Article 24 Understanding our worries and fears	Class charters - display	Road Safety -	Friendship Understand what makes a good friend Understand how my friends stay and happy	Class charters
PE	Indoor PE- gymnastics with a coach Outdoor PE- throwing and catching (Unit 5)						
Trips/visitors/events							
Whole School Events							