

**YEAR: 1**  
**TERM: Autumn 2**  
**TOPIC: Once Upon A Time**



**SIR ROBERT GEFFERY'S SCHOOL**  
*A School for Enthusiasts*

*Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.*

**RE  
INTENT**

To give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

Explore how families prepare for the birth of a baby and how a family might get ready for a very special baby.

Learning about and sequencing the events of the First Christmas.

Consider how God came to earth as a baby called Jesus and what His message was.

Looking for signs of the First Christmas in the Christmas preparations that are happening around us.

Participating in Christian preparations for Christmas and learning about the meanings and symbolism behind them.

Reflecting on gratitude and how Christians show how thankful they are during this festival.

**IMPACT**

**Year 1 RE researchers will be able to explain that Christians believe that Jesus is God and that he was born as a baby in Bethlehem and how Christians celebrate Jesus' birth; They will know that Advent for Christians is a time of getting ready for Jesus' coming.**

**SCIENCE  
INTENT**

To name and explain the key features and weather that is experienced during the four seasons in the UK. To understand that the weather can be monitored.

Develop an understanding that the weather changes across the four seasons and what these four seasons are.

Describe what type of weather we may experience during autumn. Learn how people monitor the weather.

Make observations in the local area to identify signs of autumn.

Describe what type of weather we may experience as autumn turns into winter and how particular trees keep their leaves.

Monitor the research we have gained with our weather station and notice any changes since the beginning of November.

Develop an understanding of how a range of creatures adapt to winter.

**IMPACT**

**Year 1 scientists will be able to explain that the days get shorter and the nights get longer during autumn and winter. They will be able to name the types of weather the UK experiences during these seasons. They will be able to name some of the indigenous creatures that adapt to survive during the winter months.**

**MUSIC  
INTENT**

To understand the importance of rhythm and pitch in music.

Learn to play the glockenspiel along with the song Twinkle, Twinkle, Little Star.

Learn about an orchestra and what instruments we may find in one.

Composing a piece of music using a computer programme.

Improvising to a back track, experimenting and playing the notes c, d and e on a glockenspiel.

Learning a traditional lullaby and understanding the importance of why songs are passed from generation to generation,

Revise and complete a performance of a class chosen song from this unit.

**IMPACT**

**Year 1 musicians will be able to recognise what music can tell us about the past. Children will know that rhythm is long and short patterns or sounds that happen over a steady beat. They will also know that pitch means low or high sounds.**

**PHSE  
INTENT**

To accept that everyone is different and how to solve problems.

I can identify similarities between people in my class.

I can identify differences between people in my class.

I can tell you what bullying is.

I know some people who I could talk to if I was feeling unhappy or being bullied.

I know how to make new friends.

I can tell you some ways I am different from my friends.

**IMPACT**

**Year 1 children will be able to explain ways they are the same and different from their peers. They will be able to understand how being bullied might feel and how to support those who are being bullied. They will understand that everyone is unique and this makes us special.**

**Computing  
INTENT**

To encourage children to begin to think logically about scenarios. Children will be introduced to the term 'algorithm'. This concept is at the core of coding.

Unit 1.4  
LEGO BUILDERS

Following instructions and learning that to achieve the effect we want when building something, we need to follow accurate instructions.

Following and creating simple instructions on the computer and learning that an algorithm written for a computer to follow is called a program.

Considering how the order of instructions affects the result and that correcting errors in an algorithm or program is called 'debugging'

Unit 1.2  
GROUPING AND SORTING

Sort various items offline using a variety of criteria.

Use Purple Mash activities to sort various items online using a variety of criteria.

**IMPACT**

**Year 1 children will know that by following the instructions correctly, they will get the correct result and that an algorithm is a precise, set of instructions used to solve a problem or achieve an objective.**

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**Art**  
**INTENT**

In Autumn 1, Year 1 artists learnt how to mix secondary and complimentary colours and to create a landscape using mixed media and collage.



**PE**  
**INTENT**

To be able to slide 'along', 'through', 'under' and 'across' apparatus and to combine travelling between pieces of apparatus with 'sliding' using apparatus.

**Lesson 1** - children will explore ways of 'sliding' using apparatus and select and link ways of 'sliding' with a travelling action. Children will be able to describe what they and others are doing.

**Lesson 2** - children will learn to balance and travel using the same combination of body parts and combining balancing with travelling on the same combination of body parts. Children will be able to copy others and name the body parts they are travelling on.

**Lesson 3** - Children will learn how to 'rock' on different body parts and in different directions. They will explore ways of turning this 'rock' action into a 'rolling' action and combine 'rocking' and 'rolling' with travelling 'sideways.' Children will explore 'rocking' and 'rolling' on different body parts and in different directions and be able to describe what they and others are doing.

**Lesson 4** - Children will develop their ability to 'rock', 'roll' and travel 'sideways.' They will explore ways to combine three different ways of moving 'across' a mat. They will be able to describe what they and others are doing and copy the actions of others, including their teachers.

**Geography**  
**INTENT**

Asia and continents to be covered in the Spring term



**History**  
**INTENT**

To recognise the distinction between present and past in their own and other people's lives. To show an emerging sense of chronology by placing events and objects in order and by using everyday terms. To know and recount episodes from stories about the past. To find answers to some simple questions about the past from sources of information.

Learn about who William the Conqueror was and the key events in his life.

Use historical artefacts to discover and explain how William the Conqueror prepared to invade England.

Study the cause and effects of how William the Conqueror won the Battle of Hastings.

Discover the links Cornwall has to the legend of King Arthur.

Compare and contrast how we celebrate now in comparison to the rich during the Mediaeval ages.

Use roleplay to re-enact a Mediaeval banquet and evaluate the castles and knights topic.

**IMPACT**

Year 1 historians will be able to talk about the lives of significant individuals in the past who have contributed to national and international achievement (William the Conqueror, King Arthur) and events beyond living memory that are significant.

**DT**  
**INTENT**

To design, make and evaluate a toy castle for a given purpose.

Consider how a range of buildings and structures have been built by thinking about joins and shapes.

Investigate different ways of building, joining and fixing structures.

Design a toy castle by considering the criteria and applying joins and fixtures.

Follow a design to create a toy castle.

Decorate the model by reflecting on the criteria, considering colour, shape, pattern, design and detail.

Evaluate models and make adaptations based on this.

**IMPACT**

Year 1 children will be able to generate ideas and recognise characteristics of familiar products. Their plans will show that, with help, they can put their ideas into practice. They can use pictures and words to describe what they want to do. They explain what they are making and which tools they are using. They use tools and materials with help, where needed. They talk about their own and other people's work in simple terms and describe how a product works

Lesson 5 - Children will learn to perform a range of different actions 'on(to)', 'off' and 'round' mats. They will explore ways of selecting and linking movements in a short pattern. They will copy a simple 'pattern' of movements and describe what they and others are doing.

Lesson 6 - Children will explore ways of jumping from one foot to two feet, to travel in a 'small space' and a 'big space' and trombone 'jump' with travelling in a 'small space' and a 'big space'. Children will have opportunities to travel round a hoop and select and link travelling in a 'small space' and a 'big space' with a 'jump.' They will learn to describe what they and others are doing.

**IMPACT**

Year 1 gymnasts will be able to explore ways of travelling involving 'sliding', 'rocking', 'rolling' and 'jumping' and be able to describe what they and others are doing.