



*Challenge, Equality & Opportunity*

## HALF TERM OVERVIEW FOR KEY STAGE 1 – AUTUMN TERM 1 – 2021



# History/Geography

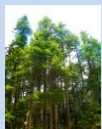
## What do paintings tell us?

### Through the topic the children will...

- place known events in the order of when they happened- Yr1
- describe where people and events fit within a timeline- Yr2
- sort historical objects from 'then' and 'now'- Yr1
- understand key features of significant events from the past
- understand that significant people are remembered for their contributions nationally and internationally
- find answers to some simple questions about the past from simple sources of information e.g. pictures, artefacts, video clips and text
- talk, draw or write about aspects of the past
- identify some similarities and differences between ways of life in different periods... then and now
- show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. E.g. From the time... letters, diaries, newspapers, Paintings. From now ... Website, tv, video clips, experts, other people
- locate specific countries on a map
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied

### Through the topic the children will investigate the following key questions...

- **What do paintings tell us about the past?**
- **How has life changed for children?**
- **What was life like in Britain a long time ago?**
- **What clues tell us a picture was painted in the past?**
- **What can paintings tell us about people in the past?**
- **Who was Nelson Mandela?**



# SCIENCE-Trees

Through the topic the children will...

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies
- observe and describe how seeds and bulbs grow into mature plants

Through the topic the children will investigate the following key questions...

- What is growing in our school grounds?
- Are all trees the same?
- Do all trees lose their leaves in the autumn?
- Can you make a leaf man?
- What colours can leaves change?
- What are the parts of a tree?
- What is a harvest festival?
- How do we harvest our food?
- What is changing in the autumn?

## RE -Christian Beliefs and Practice

Through the topic the children will learn...

- that Sunday is traditionally the Christian holy day when many Christians attend worship
- how Christians celebrate Sunday, especially through worship in church
- that religious artefacts are important because they symbolise key beliefs and aspects of faith
- that religious festivals are special times of worship and celebration for believers
- to make connections between their own feelings and experiences of celebrations and those of Christianity / other world faiths

## PE

Through the topic the children will...

### Gymnastics (Classes 2 and 4) Dance (Class 3)

#### Gymnastics:

- Identify and use simple gymnastics actions and shapes
- Apply basic strength to a range of gymnastics actions
- Perform a variety of basic gymnastics actions showing control
- Move in different ways (turn, twist, spin, rock and roll) and link these into movement patterns
- Perform longer movement phases and link with confidence

#### Dance:

- Use different shapes and move in different ways in dance.
- Understand how to move into space.
- Understand how to extend their bodies.
- Understand different ways to perform as a group.
- Understand how to link movements together.
- Use different levels and dynamics in their dance

### NUF: Functional Movement

#### Functional Movement:

- Develop balance, agility and co-ordination, and begin to apply these in a range of activities
- Master basic movements such as running, jumping, skipping, hopscotching, galloping and sidestepping.
- Participate in team games, developing simple tactics for attacking and defending.

COMPUTING- <i>staying safe online</i>		ART- <i>Painting</i>	
Through the topic the children will...		Through the topic the children will learn to...	Through the topic the children will investigate the following key questions...
<ul style="list-style-type: none"> <li>• understand about staying safe online</li> <li>• focus on ipad use both at home and school, also online games and apps- what to do when unsure</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• know what personal information is and how to keep it private</li> <li>• learn how to log on and off a school laptop</li> <li>• search for pictures using safe search engines</li> <li>• use keywords to locate information</li> <li>• practise opening up a document, closing a document, shutting down and typing name and caption. Year 2 to save and retrieve their work</li> </ul>		<ul style="list-style-type: none"> <li>• mix a range of secondary colours, shades and tones.</li> <li>• create a tint by adding white to a colour</li> <li>• create a tone by adding black to a colour</li> <li>• experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• name different types of paint and their properties</li> <li>• work on a range of scales e.g. large brush on large paper etc.</li> <li>• to ask questions about a piece of art</li> <li>• to describe what can be seen in a piece of art</li> <li>• to give opinions about the work of an artist</li> <li>• to describe similarities and differences between artists and artwork</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What happens when we mix two primary colours together?</b></li> <li>• <b>How can we make primary and secondary colours lighter?</b></li> <li>• <b>How can we make primary and secondary colours lighter?</b></li> <li>• <b>How can we make our colour washes thicker or thinner?</b></li> <li>• <b>What colours go well together when we are painting?</b></li> <li>• <b>How can I paint like a real artist?</b></li> </ul>
PHSE- <i>Being me in my world</i>		MUSIC – <i>Hands, Feet, Heart</i> (based on a song which celebrates South African music)	
Through the topic the children will learn to...		Through the topic the children will learn to...	
<ul style="list-style-type: none"> <li>• understand the rights and responsibilities as a member of their class and school</li> <li>• recognise the choices they make and understand the consequences</li> <li>• listen to other people and contribute their own ideas about rewards and consequences (Yr2)</li> <li>• understand their rights and responsibilities within our Learning Charter</li> </ul>		<ul style="list-style-type: none"> <li>• listen and appraise</li> <li>• sing</li> <li>• play</li> <li>• perform</li> </ul>	