**Critical Path - Creative Value: Respect YEAR 1 Term: Autumn 1 2024**

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| **Text** | Text: The Three Bears  T4W ‘Story Making’ script  The Three Bears  Supporting Text: Goldilocks and Just the One Bear  Leigh Hodgkinson | | | | Text: Toys in Space by Mimi Grey  Supporting Text: Lost in the Toy Museum by David Lewis | | | | | | | Julia Donaldson (editor):  Poems to Perform,  illustrated by Clare Melinsky, (Macmillan) | | | | |
| **Written outcomes** | Outcome- Fiction Create a story map  Simple oral retelling of a familiar story (Imitation and innovated map of the story)  Orally rehearse retell the narrative using story making actions and basic of adverbials of time (such as ‘Once upon a time…’, Then… Next…Suddenly etc.  Non-chron. Report Wanted Poster- Description of Goldilocks | | | | Outcome  Non-Fiction  Writing to inform  Instructions-Teach ‘the Hoctopize’ how to play a party game as featured in the text in the book either  musical chairs, musical statues or pass the parcel | Outcome  Fiction: ‘Found’ posters to try to reunite the toys with their owners | | Outcome  Non-Fiction  Writing to argue: Persuasion  Lost/Found Poster  Writing to explain: How to get a toy back home | | | | Outcome Poetry  -perform in unison, following the rhythm and keeping time  imitate and invent actions | | | | Outcome Writing Poetry  -observe details of first hand experiences using the senses and describe;  -list words and phrases or use a repeating pattern or line. |
| **Autumn 1 Expectation** | Expectation at the end of Autumn 1:  Punctuation  Leave spaces between words  Begin to use capital letters and  full stops  Use a capital letter for names of people and the personal pronoun ‘I’  Sentence  Combine words to make sentences | | | | | | | | | | | | | | | |
| **Literacy**  **Theme** | Fiction  Traditional Tale  Repetitive phrasing, story language | *Fiction*  *Patterned story language •Plan by talking about ideas*  *•Create simple story maps*  *•Use simple narrative language features such as story language e.g. once upon a time/one day/happily ever after;* | | * Non-fiction * Features of non-fiction * Know where information can be found in a non-fiction text * Sessions 1 and 2: Response to illustration: * Sessions 4 and 5: Reading aloud, response to illustration, shared writing and writing in role: | * Non-fiction-Non chronological report | * *Non-fiction-instructions* | |  | | | | *Poetry*  *recognise and join in with predictable*  *phrases in poems and recite some*  *Poetry*   * *Onomatopoeia*   *create their own verse from their word collections, either individually, in pairs or in small groups*  *Read aloud to each other and make simple revisions*  *Put the verses together to create a class poem, reading it aloud and encouraging the children to*  *-join in with reciting their own verse and with predictable words and phrases*  *Recite off by heart;*  *perform poetry using actions and intonation.* | | | | * *Poetry* * *Onomatopoeia*   *create their own verse from their sound collections, either individually, in pairs or in small groups*  *Read aloud to each other and make simple revisions*  *Put the verses together to create a class poem, reading it aloud and encouraging the children to join in with reciting their own verse and with predictable words and phrases* |
| **Literacy**  **Theme** | Fiction: Traditional Fairy Tales  Stories with predictable and  patterned language | | | | Fictional Worlds & Fantasy | | | | | | Poetry  Familiar Settings | | | | | |
| **SPaG**  **Focus** | * Demarcate most sentences using a full stop * Demarcate most sentences using a capital letter | • Demarcate most sentences using a capital letter | | * Writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Begin to demarcate sentences using question mark | | • Revision and consolidation  • Assessment | | | | | | | | |
| **Guided Reading focus** | We are working on: **V**ocabulary What does the word ………. mean in this sentence??  **I**nference Why did ………… happen? **P**rediction Looking at the cover and the title, what do you think this book is about?**E**xplaining What do you like about this text?  **R**etrieval Which is your favourite/worst/ funniest/scariest part of the story?  **S**ummarising Can you sequence the key moments in this story? | | | | | | | | | | | | | | | |
| **History** | **‘Terrific Toys’ (taught through the value of Respect) -How are our toys the same and different to those from the past?** | | | | | | | | | | | | | | | |
| Activate:  Can I still recall…?  What does history mean?  What things do I know that happened in the past?  Do I know any famous people from the past?  WALT: use common words and phrases relating to the passing of time  before – at an earlier time  after – later in time  past – having happened or gone by at an earlier time  present – happening now, in this time  old – something not new that has existed before  new – recently existed  then – at that past time  now | | How could we find out about toys from the past?  WALT: explain how we can find out about the past using different sources.  IAT: talk about how we can find out about the past  IAT: name three ways we can find out about the past  before – at an earlier time  after – later in time  past – having happened or gone by at an earlier time  present – happening now, in this time  old – something not new that has existed before  new – recently existed  then – at that past time  now | | What are our toys like now?  WALT: sort and talk about modern-day toys and how they are similar and different  IAT: describe how modern day toys are similar  present – happening now, in this time  new – recently existed  now – in these times, or at this time  today – this present day  modern – relating to the present or recent times  timeline – a tool used to show us the order that events happen in | What was my favourite toy when I was a baby?  WALT: talk about my life when I was younger.  IAT: say what is different about my life now compared to when I was younger  remember  memory  before – at an earlier time  past – having happened or gone by at an earlier time  then – at that past time  timeline – a tool used to show us the order that events happen in  di­fferent – not the same as another  same – similar or like or identical to something else  favourite – preferred to all others | | What were our caregivers toys like and how do we know?  WALT: talk about what toys my caregivers played with when they were younger.  IAT understand that my caregivers were my age around 30 years ago.  IAT: discuss similarities and differences between now and 30 years ago.  before – at an earlier time  after – later in time  past – having happened or gone by at an earlier time  present – happening now, in this time  old – something not new that has existed before  new – recently existed  then – at that past time  now – in these times, or at this time | | What were our older caregivers toys like and how do we know?  WALT: talk about what toys my older relatives played with when they were younger.  I understand that my older relatives were my age around 60 years ago. I can discuss similarities and differences between now and 60 years ago  before – at an earlier time  after – later in time  past – having happened or gone by at an earlier time  present – happening now, in this time  old – something not new that has existed before  new – recently existed  then – at that past time  now – in these times, or at this time | | | | Key question: How have children’s toys changed since our older relatives were little?  WALT: talk about some similarities between 1960s toys and modern-day toys.  IAT: talk about some differences between 1960s toys and modern-day toys.  IAT: talk about how toys have changed over the last 60 years.  before – at an earlier time  after – later in time  past – having happened or gone by at an earlier time  present – happening now, in this time  old – something not new that has existed before  new – recently existed  then – at that past time  now – in these times, or at this time  same – identical, similar, not different  different – not the same as another | | |
| **Computing**    Kapow  Year 1 > Key Stage 1 > Computing > Computing systems and networks: Improving mouse skills | **Key Question: Which tools do I need to find and use?** | | | | | | | | | | | | | | | |
| What do I know?  WALT: share what we know about using a computer for a purpose.  Complete: pre-assessment quiz  Knowledge ‘catcher’ | | How do I log in?  WALT: log into a computer and access a website  IAT: use computers more purposefully  IAT: log in and navigate around a computer  IAT: drag, drop, click and control a cursor using a mouse  IAT: use software tools to create art on the computer | | How do I click and drag?  WALT: to develop mouse skills | | How do I draw shapes? How do I edit shapes?  WALT: use mouse skills to draw and edit shapes | | How can I use digital tools to draw a scene from a story?  WALT: draw a scene from a story using digital tools | | | | Can I use digital techniques to create a self-portrait?  WALT: create a self-portrait using digital techniques  Complete post assessment/ Update ‘Knowledge Catcher’ | | | |
| **Art and DT**  Structures  Constructing Windmills | Key Question: How can I construct a windmill? | | | | | | | | | | | | | | | |
| What is a structure? What are the three main parts of a windmill?  WALT: include individual preferences and requirements in my design | | How can I build a structure that is stronger, stiffer and more stable?  WALT: make a stable structure | | Can I cut, assemble and attach my turbine and axel to my structure correctly?  WALT: assemble the components of my structure | | What techniques can I use to mark make?  WALT: develop an understanding of mark-making | | Can I test and evaluate my structure and reinforce and alter it if necessary?  WALT: evaluate my project and adapt my design | | | |  | | | |
| **Music** | Developing pulse and rhythm (Theme: All About Me!) Can I identify and talk about the difference between pulse and rhythm? | | | | | | | | | | | | | | | |
| How can I use my voice and hands to make music? What is pulse? What is rhythm?  WALT: say and clap a rhythm  IAT: clap in time to the music  rhythm  pulse | | Can I clap and play in time to the music?  WALT: say and clap my name  IAT clap in time to the music | | Can I play simple rhythms on an instrument?  WALT: play the rhythm of my own name and my friend’s name and hold the pulse | | | | Can I listen to and repeat short rhythmic patterns?  WALT: hear, remember and repeat simple rhythmic patterns  IAT repeat short rhythmic patterns  IAT play in time to the music  performance | | | | | Are you clapping the rhythm or the pulse?  WALT: create a rhythm  pitch  tempo  performance  accelerando | | |
| **RE**  **Gloucestershire**  **Agreed Syllabus**  Colour key: Making sense Understanding impact Making connections | 1.7 Who is Jewish and how do they live? (Referenced to Gloucestershire Agreed Syllabus) | | | | | | | | | | | | | | | |
| What objects are precious to us in our homes?  WALT: identify a precious object and explain why it is precious and special  precious  special  respect  care  same and different | | What special objects might we find in a Jewish home?  WALT: recognise and name special Jewish household objects found outside and inside a Jewish home  mezuzah  Star of David on a chain  Prayer books  Shabbat table and objects  Candlesticks  Chanukiah  Challah bread/board/cover | | What is inside a Mezuzah and what does it mean? Why do Jewish people put mezuzot on the door posts of their houses?  WALT: understand how and why the mezuzah and Shema are important to Jewish people  Mezuzah/mezuzot  Door post  Shema  scroll  belief  remind  One God  Hear O Israel  respect | | | | How and why do Jewish people celebrate Shabbat?  WALT: know Shabbat is a special time for lots of Jewish families  IAT: identify precious objects used in the celebration of Shabbat found in lots of Jewish homes  Shabbat  Friday evening/sunset  Havdalah  Blessing  Goblet  Table cloth  Creation story | | | | What happens on Friday night in lots of Jewish homes?  WALT:find out about how and why Jewish people celebrate Shabbat each week**.**  Prepare  Preparation  Celebration  ‘Shabbat Shallom’  Blessing  Torah  Synagogue | | | |

**Critical Path - Other Value: Respect YEAR 1 Term: Autumn 1 2023**

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|  | **Place value**  **(within 10)** | | | | | | **Number**  **Addition and Subtraction**  **(within 10)** | | | | **Review & revisit learning** |
| **Maths** | * Step 1 Sort objects * Step 2 Count objects * Step 3 Count objects from a larger group * Step 4 Represent objects | * Step 5 Recognise numbers as words * Step 6 Count on from any number * Step 7 1 more * Step 8 Count backwards within 10 * Step 9 1 less * Step 10 Compare groups by matching | | * Step 11 Fewer, more, same * Step 12 Less than, greater than, equal to * Step 13 Compare numbers * Step 14 Order objects and numbers * Step 15 The number line | * End of unit assessment * Address misconceptions following assessments | | * Step 1 Introduce parts and wholes * Step 2 Part-whole model * Step 3 Write number sentences * Step 4 Fact families – addition facts * Step 5 Number bonds within 10 | | * Step 6 Systematic number bonds within 10 * Step 7 Number bonds to 10 * Step 8 Addition – add together * Step 9 Addition – add more * Step 10 Addition problems | * Step 11 Find a part * Step 12 Subtraction – find a part * Step 13 Fact families – the eight facts * Step 14 Subtraction – take away/cross out (How many left?) * Step 15 Take away (How many left?) * Step 16 Subtraction on a number line | * Assessments * Address misconceptions following assessments |
| **Science**  The Human Body  White Rose Science | Key Question: Can I identify, name, draw and label the basic parts of the  human body and say which part of the body is associated  with each sense? | | | | | | | | | | |
| Pattern seeking  Enquiry question-Do the oldest children have the longest feet?  WALT: name and identify parts of the human body  IAT: correctly identify the neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth.  body | | Pattern seeking  Enquiry question-Do the youngest children have the longest feet?  WALT: Draw and label parts of the human body  body parts  different  pattern  longest  shortest | | Which body part do you use to see?  WALT: explore sight  IAT: explain that sight is one of the five senses  IAT: identify that humans use their eyes to see.  IAT: look closely at my own eyes  IAT: identify the eye colour of my eyes  IAT: identify any similarities and differences  between my eyes and the eyes of others.  IAT: perform simple tests to investigate sight  Can you see in the dark?  similarities differences  investigate | | | Which body part do you use to hear?  WALT: explore sound  IAT: explain that sound is one of the five senses  IAT: identify that humans use their  ears to hear sounds.  IAT: identify sounds heard on a sound walk  IAT: describe sounds played on different instruments.  IAT: identify  the source of a sound played to them  IAT: develop my  vocabulary to describe different sounds.  In this step, there are links to the “abstraction counting principle”  covered in Reception maths. Children can count claps heard, or  the sound of items being dropped into an opaque bucket. | | Which body part do you use to taste?  WALT: explore taste  IAT: look at my mouth  to identify the teeth and tongue.  IAT: understand that  their tongue helps them to taste food.  IAT: understand that there are five basic tastes –  sweet, salty, bitter, sour and savoury.  IAT: sort and group different foods based on their dominant taste.  IAT: explore how removing a dominant sense  can affect other senses. (For example, when sight is removed,) | |
| **PE**  **Creative Play (Outdoor Adventure)**  **PPA**  **Prostars** | What are ‘Fundamental skills’ and how can we use them? | | | | | | | | | | |
| What are Fundamental movements?  WALT: develop more complex fundamental movement skills  IAT: work collaboratively within a group | | How can we solve problems?  WALT: develop thinking and creativity  IAT: develop decision making in games | | What are complex movements?  WALT: work independently  IAT: develop more complex fundamental movement skills | | | How can we use creative thinking to achieve a common goal?  WALT: work collaboratively within a group  IAT: develop thinking and creativity | | How can decision making effect games?  WALT: develop decision making in games  IAT: work independently | |
| **PE/Games/**  **Dance**  **PPA**  **Prostars** | Games:  Team Building and Problem Solving | | Games:  Team Building and Problem Solving | | Games:  Team Building and Problem Solving | | | Games:  Team Building and Problem Solving | | Games:  Team Building and Problem Solving | |
| Movement Skills:  Agility  Balance  Co-ordination  Link to team games. | | Movement Skills:  Agility  Balance  Co-ordination  Link to team games. | | Movement Skills:  Agility  Balance  Co-ordination  Link to team games. | | | Movement Skills:  Agility  Balance  Co-ordination  Link to team games. | | Movement Skills:  Agility  Balance  Co-ordination  Link to team games. | |
| **Dance LH**  WALT: Perform dances using simple movement patterns  **Move PE**  **Dance: Toys** | Key Question: Can I perform dances using simple movement patterns? | | | | | | | | | | |
| Lesson 1: Playdough  How many different shapes can you make?  WALT: change the speed, weight and size of my movements | | Lesson 2: Sticky, stretchy man  WALT: dance in different formations | | Lesson 3: The Ball  WALT: move in response to stimuli | | | Lesson 4: Clockwork Toys  WALT: move to a rhythm | | Lesson 5: Jack in a Box  WALT: dance a duet | |
| **PSHE**    1 Me and my Relationships  Includes feelings/  emotions/ conflict resolution/  friendships | Me and My Relationships- Key Question(s): Why do we need rules? Who can I ask for help?  How do I feel and how can I show my feelings in safe and healthy ways? | | | | | | | | | | |
| Scarf lesson title:  Why do we have classroom rules?  Why do we need classroom rules? Who are the rules for?  WALT: understand that classroom rules help everyone to learn and be safe;  IAT: explain our classroom rules and be able to contribute to making these  IAT: tell you some different classroom rules  Complete ‘Me and My Relationships’ ‘pre-assessment  work together  rules  safe  fair  everyone  keep  break | | Scarf lesson title:  How are you listening?  How do we show that we are listening?  WALT: demonstrate attentive listening skills;  IAT: suggest simple strategies for resolving conflict situations;  IAT: give and receive positive feedback, and experience how this makes them feel.  listen  listening  friendship  behaviour | | Scarf lesson title:  Thinking about feelings  How do you feel? Why do we have different feelings? How do we show our feelings?  WALT: recognise how others might be feeling by reading body language/facial expressions;  IAT: understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)  feelings  body language  describe  comfortable/uncomfortable  sad  worried  scared  help | | | Scarf Lesson Title:  Our Feelings  Which feelings are good/not so good? What are safe and healthy ways to get angry energy out? How can we help our feelings come out?  WALT: identify a range of feelings;  IAT: Identify how feelings might make us behave:  IAT: suggest strategies for someone experiencing 'not so good' feelings to manage these.  good/not so good  happy  lonely  confused  worried  honest  apologise  clenched fists | | Scarf lesson title:  Life Education Centre Visit  Growing and Changing Link  Inside my wonderful body!  Which body parts are on the inside?  Which body parts are on the outside?  How do different body parts work?  WALT: name major internal body parts (heart, lungs, blood, stomach, intestines, brain);  IAT: understand and explain the simple bodily processes associated with them.  Complete Me and My Relationships’ ‘Post assessment’  WALT: reflect on safe and healthy ways to show a range of different feelings | |