**Critical Pathway - Creative Value: Respect YEAR 1 Term: Autumn Term 2 2024**

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|  | **1**  | **2** | **3** | **4** | **5** | **6** | **7** |
| **Text** | Poetry‘Firework Night’ by Andrew Collett | CLPE Power of Reading Sequence -Fiction The Jolly Postman or Other People’s Letters by Janet and Allan Ahlberg (Puffin) | T4W (Talk 4 Writing)Christmas Story  |
| **Written Outcomes** | Create a ‘List Poem’collecting vocabulary and adjectives linked to the senses | Hook: The Jolly Postman’s DayMatch the envelopes to the letterboxes‘Storymap’ the Postman’s Journey-Create a mapRecall the story sequence, retell the story |  InnovationContinue the story with the Postman visiting another ‘Fairy Tale’ character |  Innovation continued-Write a letter to the new character in the style of The Jolly Pocket Postman | Non-fictionInstructions to play ‘The Shoe Game’ (Cinderella-text link) | Create a story map of The NativityOrder the key parts of the NativityDescribe the setting (the stable using adventurous vocabulary) | Write the beginning, middle and end of the Nativity story. |
| **Literacy Theme** |  List PoetryObservational poetry | Familiar TaleRepeated phrase and pattern | Traditional Tales | Traditional Tales | Non-Fiction | Traditional well- known tale | Traditional well-known tale |
| **Guided Reading** | 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? |
| **Geography** | Geographical skills and fieldwork ‘What is it like here?’ (taught through the value of Respect)  |
| Activate:Can I still recall…?…how to describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.…how to draw information from a simple mapWALT: locate the school on an aerial photographIAT: explain that aerial means from above.IAT: explain that objects look different from an aerial view.IAT: recall the name of the country I live in.IAT: recall the name of the village/town/city I live in.IAT: identify three features of my local area on an aerial photograph.IAT: locate the country I live in on a map. | Where in the world are we?WALT: create a map of the classroomIAT: understand a map is a picture of a place from above.IAT: explain we use a map to find out information about a place.IAT: represent four classroom features using objects to create a messy map.IAT: begin to use directional language to describe the location of features. | What can we see in our classroom?WALT: locate key features of the playground.IAT: identify four features in the school grounds.IAT: use a simple map to identify these features.IAT: begin to use directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location. | What can we find in our school grounds? WALT: draw a simple map.IAT: draw three features on a map.IAT: use simple shapes or symbols.IAT: use directional language to describe the location of features. | Where are the different places in our school?WALT: investigate how we feel about our playgroundIAT: explain how I feel about three areas of the playground.IAT: complete a questionnaire to express my opinion.IAT: summarise the results of a survey. | To investigate how we feel about our playground?WALT: create a design to improve our playground IAT: draw a design to improve three areas of the playground. IAT: use the results from the survey to think of ideas for my design. |
| **Computing**KapowYear 1 > Key Stage 1 > Computing > Programming 1Algorithms Unplugged | Key Question: What is an algorithm? |
| What is an algorithm?WALT: understand what an algorithm isWatch link: "BBC Bitesize KS1 - What is an algorithm?"IAT: explain that an algorithm is a set of instructions.IAT: explain instructions sometimes need to be carried out in order.IAT: find more than one way to solve a problem. | What keywords or language make your instructions clearer to follow? WALT: follow instructions precisely to carry out an action"BBC Bitesize KS1 - What are computer bugs?"IAT: explain why an algorithm must be clear and precise.IAT: explain the problems a robot can have following our instructions. | What is decomposition and how can it help me to solve problems?WALT: understand and be able to explain what decomposition is.Read through the webpage 'BBC Bitesize Second level - What is decomposition?'IAT: explain what decomposition is.IAT: understand how decomposition allows you to solve a problem more easily.IAT: explain how we use decomposition in our everyday lives. | How do I draw shapes? How do I edit shapes?WALT: debug an algorithmIAT: spot bugs in algorithms.IAT: fix the error (debug it) and explain the problem it caused. | What are input and output devices? WALT: understand that computers and devices around us use inputs and outputsLink: 'BBC bitesize KS2 - What are input and output devices?'.IAT: identify some input devices.IAT: identify some output devices.IAT: identify some devices that are both input and output devices. |  |
| **Art and Design** | Drawing (Make your Mark) How can I describe, create and make different lines? |
| How can I create lines that look different?WALT: know how to create different types of lines. (Artist Bridget Riley)IAT: describe the lines in the work of an artist and in my own workIAT: understand that there are different types of lines and can experiment with different resources to create themartartistlinehorizontal/verticaldiagonalcross hatchedbroken | How can I use line and mark making to represent water?WALT: explore line and mark-making to represent waterIAT: use different materials and lines to make different types of marks,Zaria Formanlineswavywaveswater | What can I use to draw and mark make with? WALT: draw with different media IAT: draw around a variety of shapesIAT: know that my shapes can overlapmediumblendsmudgemessyerase | What techniques can I use to mark make?WALT: develop an understanding of mark-makingWassily Kandinsky Renata Bernal Illy Bolotowsky abstract/contemporarydrawing media/mediumsshadeprintingform/shape | What is an observational drawing and which technique will I use?WALT: apply an understanding of drawing materials and mark-making to draw from observation: combine techniques in a woven artworkshape/line/texturemarkshard/soft/roughobservationexperimentpastels/charcoal/chalkshadow/wiggly |  |
| **Music** Musical Vocabulary(Theme: Under the Sea) | Key Question: Which words can I use to talk about a piece of music? Can I explain what effects each musical word can create? |
| What happens to the speed of the music?WALT: learn the musical vocabulary: pulse and tempopulsetempo | How was timbre used with dynamics in the underwater music?WALT: explain what dynamics and timbre aredynamicstimbre | What do the words pitch and rhythm mean? How did we use pitch and rhythm in the piece?WALT: explain what pitch and rhythm arePitchrhythm | Can I perform a layer within a piece of music?WALT: explain what texture and structure aretexturestructure | What is pitch / pulse / rhythm / tempo / timbre / structure / texture / dynamics? WALT: understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre |  |
| **RE**Colour key: Making sense Understanding impact Making connections Our Friend Jewish celebrations: | 1.7 Who is Jewish and how do they live? (2) (Referenced to Gloucestershire Agreed Syllabus) |
| WALT: activate three things we know about JudaismAdd to our class‘Spiritualitree’ | Can you retell the story of Chanukah? WALT: Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)WALT: identify precious objects in our own homes and precious objects found in many Jewish homesChanukahMenorahCelebrateRememberSymbol | What special objects might we find in a Jewish home linked to Chanukah?WALT: find out about how the 9-branched Chanukiah links to the story of Chanukah.WALT: re-tell simply some stories used in Jewish celebrations WALT: give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.WALT: give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Chanukiah | What brilliant questions can we ask about Chanukah? Which questions story that makes them wonder or puzzles them (eg How did the oil last for eight days? Where is Jerusalem? Why didn’t Judah and his army give up and do what the rulers wanted? How is oil made?How did the small army manage to beat the bigger more powerful one? How and why do Jewish people have Shabbat each week?WALT: give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)WALT: make links between Jewish ideas of God found in the stories and how people liveWALT: give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) JudahoilmiracleMaccabeesSynagogueTempleDreidel | How do Jewish people celebrate Chanukah?What have we learnt about Shabbat and what does it mean for our own lives ?WALT: talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas | What is important at Chanukah time?What do we know about Chanukah?What have we learnt about important things in Jewish life? What is important in our own lives? WALT: give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. |

 **Critical Path - Other YEAR 1 Term: Autumn 2 2023**

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| **Maths** | **Calculation: Addition and Subtraction** | **Geometry-** **Properties of Shape: Shapes and Patterns** | **Consolidation****Assess/Review** |
| Step 9 Addition – add moreStep 10 Addition problemsStep 11 Find a partStep 12 Subtraction – find a partStep 13 Fact families – the eight factsStep 14 Subtraction – take away/cross out (How many left?)Step 15 Subtraction – take away (How many left?)Step 16 Subtraction on a number line | Recognise and name 3-D shapesStep 2 Sort 3-D shapesStep 3 Recognise and name 2-D shapesStep 4 Sort 2-D shapesStep 5 Patterns with 2-D and 3-D shapes |  |
| Maths - Continuous | Calculation: Addition and Subtraction, number bonds, place value including part/whole models |
| **Science**MaterialsWhite Rose Science | Key Question: Can I identify, name, draw and label the basic parts of thehuman body and say which part of the body is associatedwith each sense? |
| Working scientifically − Identifying and classifyingEnquiry question- What material is this? How many ways can you think of to sort these materials?WALT: name and identify parts of the human bodyIAT: correctly identify the neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth.body | Working scientifically – Observing closely, using simple equipment.Enquiry question- Why is rock a good material for?WALT: identify and explore rockRockHeavyLightRoughSmoothTextureHand lens | Working scientifically − Identifying and classifyingEnquiry question: How have these objects been sorted?How else could you sort the same objects?WALT: explore the difference between objects and the materials they are made fromIAT: explore objects that are made from wood, plastic, glass, metal, rock and fabric.IAT: sort a range of objectsmade from the same material and the same object made from different materials, e.g. a wooden spoon and a metal spoon.ObjectMaterialMetalWoodPlasticGlassRockWool | Working scientifically − Performing simple testsEnquiry question- How could we remove this toy from the ice block?WALT: explore melting and freezingIAT: observe how some materials melt and freeze. IAT: identifythat water needs to be frozen to turn to ice and ice needs to beheated up to meltSolidLiquidMeltFreezeIce | Working scientifically − Identifying and classifying. Can you sort the objects again into groups depending on whether they float or sink?WALT: explore different materials to seewhether they float or sink when placed in waterIAT: predict which objects will float or sinkIAT: carry out ashort investigation to see whether their predictions are correctIAT: test a wide range of objects made from different materialsIAT: identify both the object and thematerial it is made fromIAT: record in a simple tableIAT: begin to spot any simple patterns between the materialsHeavyLightFloatSinkMaterial |
| **Seasonal Changes**(Winter) |  |  |  | In which season does it rain the most?WALT: Find out how long it takes for the ground to dry after it has been raining. Find out if more rain takes longer to dry and the effect rain has on the environment.  | Why do you think leaves turn brown in the Winter? What colours can you find outside in the autumn? Does this change across the seasons?WALT: compare a variety of leaves to discover which leaf is strongest/ provides the best shade cover and is best at directing water. |
| **Gym – Position and Direction**  | Key Question: Can I combine gymnastic actions into a sequence? |
| Lesson 1: What are body positions??WALT: move from one body position to anotherIAT: perform balances on different levelsT:  | Lesson 2: Can I travel and balance on different gymnastics apparatus? WALT: Show a clear beginning & end to shapes/sequencesIAT: further explore the large and small apparatus | Lesson 3: Can Show a clear beginning & end to shapes/sequences? WALT: further explore the large and small apparatusIAT: balance on small body parts with control | Lesson 4: Can I combine balance skills to transitions between shapes smoothly?WALT:Move from one body position to anotherIAT: perform balances on different levelsIAT: show a clear beginning & end to shapes/sequencesIAT: further explore the large and small apparatusIAT: balance on small body parts with control | Lesson 5: Can I combine balance skills to transitions between shapes smoothly?WALT:move from one body position to anotherIAT: perform balances on different levelsIAT: show a clear beginning & end to shapes/sequencesIAT: further explore the large and small apparatusIAT: balance on small body parts with control |
| **PE/Games/****Dance****PPA** **Prostars** | Key Question: How can we use balance, agility and co-ordination with a range of gymnastics equipment? |
| What are creative shapes?WALT:Show an awareness of personal and general spaceMove with some confidence, imagination and safety | What are the different ways I can travel?WALT:Travel using 'caterpillar', 'monkey' & 'crab' walkDiscuss safety when using apparatus | Can I travel safely in personal space?WALT:Show an awareness of personal and general spaceTravel in 'crawling soldier' position | How can I travel across different pieces of equipment?WALT:Travel using 'caterpillar', 'monkey' & 'crab' walkMove with some confidence, imagination and safety | Can I perform low movements safely?WALT:Travel in 'crawling soldier' positionDiscuss safety when using apparatus | Can I combine movements and positions safely in a sequence?WALT:Show an awareness of personal and general spaceMove with some confidence, imagination and safetyTravel using 'caterpillar', 'monkey' & 'crab' walkTravel in 'crawling soldier' positionDiscuss safety when using apparatus | Can I combine movements and positions safely in a sequence?WALT:Show an awareness of personal and general spaceMove with some confidence, imagination and safetyTravel using 'caterpillar', 'monkey' & 'crab' walkTravel in 'crawling soldier' positionDiscuss safety when using apparatus |
|  | Key Question(s): Scarf- How have I grown and changed ? |
| PSHEScarfGrowing and ChangingMe and My RelationshipsHealth and wellbeing:Healthy Lifestyles SCARF resourcesN.B. Scarf Lesson 1: Healthy Me was completed in Autumn 1 during The Life Education Centre Workshop  | Scarf Lesson Title:Then and nowWhat changes have happened to you since you were a baby?babyadultgrowing | Scarf Lesson Title:Taking care of a babyWhat do babies need? How do you look after a baby? What things need to be done to look after a baby?care | Scarf Lesson Title:Who can help (2)Who can help? Is it being unkind, teasing or bullying? | Scarf Lesson Title:Surprises and secretsWhat is the difference between a secret and a nice surprise?Who can you talk if you feel uncomfortable about any secret you are told, or told to keep? | Scarf Lesson Title:Keeping privates privateWhat are the words that we give to the parts of our body that we need to wipe/pat? Is it the same for boys and girls? Which parts of bodies are private? How can private parts be kept private?Who can you talk to about your private parts?adult heartbrain stomachtrusted adultgrowinglungs vulvapenisprivate  |