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

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| **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 Day  Match the envelopes to the letterboxes  ‘Storymap’ the Postman’s Journey-Create a map  Recall the story sequence, retell the story | | Innovation  Continue 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-fiction  Instructions to play ‘The Shoe Game’ (Cinderella-text link) | | Create a story map of The Nativity  Order the key parts of the Nativity  Describe the setting (the stable using adventurous vocabulary) | | | Write the beginning, middle and end of the Nativity story. | |
| **Literacy Theme** | List Poetry  Observational poetry | Familiar Tale  Repeated 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 map  WALT: locate the school on an aerial photograph  IAT: 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 classroom  IAT: 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 playground  IAT: 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**  Kapow  Year 1 > Key Stage 1 > Computing > Programming 1  Algorithms Unplugged | Key Question: What is an algorithm? | | | | | | | | | | | | | | |
| What is an algorithm?  WALT: understand what an algorithm is  Watch 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 algorithm  IAT: 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 outputs  Link: '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 work  IAT: understand that there are different types of lines and can experiment with different resources to create them  art  artist  line  horizontal/vertical  diagonal  cross hatched  broken | | How can I use line and mark making to represent water?  WALT: explore line and mark-making to represent water  IAT: use different materials and lines to make different types of marks,  Zaria Forman  lines  wavy  waves  water | | | | | What can I use to draw and mark make with?  WALT: draw with different media  IAT: draw around a variety of shapes  IAT: know that my shapes can overlap  medium  blend  smudge  messy  erase | | What techniques can I use to mark make?  WALT: develop an understanding of mark-making  Wassily Kandinsky Renata Bernal Illy Bolotowsky abstract/contemporary  drawing media/mediums  shade  printing  form/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 artwork  shape/line/texture  marks  hard/soft/rough  observation  experiment  pastels/charcoal/chalk  shadow/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 tempo  pulse  tempo | | How was timbre used with dynamics in the underwater music?  WALT: explain what dynamics and timbre are  dynamics  timbre | | | What do the words pitch and rhythm mean? How did we use pitch and rhythm in the piece?  WALT: explain what pitch and rhythm are  Pitch  rhythm | | | | Can I perform a layer within a piece of music?  WALT: explain what texture and structure are  texture  structure | | | 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 Judaism  Add 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 homes  Chanukah  Menorah  Celebrate  Remember  Symbol | | | 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 live  WALT: give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)  Judah  oil  miracle  Maccabees  Synagogue  Temple  Dreidel | | | 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 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 Subtraction – take away (How many left?)  Step 16 Subtraction on a number line | | | | | | | Recognise and name 3-D shapes  Step 2 Sort 3-D shapes  Step 3 Recognise and name 2-D shapes  Step 4 Sort 2-D shapes  Step 5 Patterns with 2-D and 3-D shapes | | | |  | |
| Maths - Continuous | Calculation: Addition and Subtraction, number bonds, place value including part/whole models | | | | | | | | | | | | |
| **Science**  Materials  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? | | | | | | | | | | | | |
| Working scientifically − Identifying and classifying  Enquiry question- What material is this? How many ways can you think of to sort these materials?  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 | | Working scientifically – Observing closely, using simple equipment.  Enquiry question- Why is rock a good material for?  WALT: identify and explore rock  Rock  Heavy  Light  Rough  Smooth  Texture  Hand lens | | Working scientifically − Identifying and classifying  Enquiry 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 from  IAT: explore objects that are made from wood, plastic, glass, metal, rock and fabric.  IAT: sort a range of objects  made from the same material and the same object made from different materials, e.g. a wooden spoon and a metal spoon.  Object  Material  Metal  Wood  Plastic  Glass  Rock  Wool | | Working scientifically − Performing simple tests  Enquiry question- How could we remove this toy from the ice block?  WALT: explore melting and freezing  IAT: observe how some materials melt and freeze.  IAT: identify  that water needs to be frozen to turn to ice and ice needs to be  heated up to melt  Solid  Liquid  Melt  Freeze  Ice | | | | 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 see  whether they float or sink when placed in water  IAT: predict which objects will float or sink  IAT: carry out a  short investigation to see whether their predictions are correct  IAT: test a wide range of objects made from different materials  IAT: identify both the object and the  material it is made from  IAT: record in a simple table  IAT: begin to spot any simple patterns between the materials  Heavy  Light  Float  Sink  Material | | |
| **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 another  IAT: perform balances on different levelsT: | | Lesson 2:  Can I travel and balance on different gymnastics apparatus?  WALT: Show a clear beginning & end to shapes  /sequences  IAT: 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 apparatus  IAT: 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 another  IAT: perform balances on different levels  IAT: show a clear beginning & end to shapes/  sequences  IAT: further explore the large and small apparatus  IAT: 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 another  IAT: perform balances on different levels  IAT: show a clear beginning & end to shapes/  sequences  IAT: further explore the large and small apparatus  IAT: 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 space  Move with some confidence, imagination and safety | | What are the different ways I can travel?  WALT:  Travel using 'caterpillar', 'monkey' & 'crab' walk  Discuss safety when using apparatus | | Can I travel safely in personal space?  WALT:  Show an awareness of personal and general space  Travel in 'crawling soldier' position | | How can I travel across different pieces of equipment?  WALT:  Travel using 'caterpillar', 'monkey' & 'crab' walk  Move with some confidence, imagination and safety | | Can I perform low movements safely?  WALT:  Travel in 'crawling soldier' position  Discuss safety when using apparatus | | Can I combine movements and positions safely in a sequence?  WALT:  Show an awareness of personal and general space  Move with some confidence, imagination and safety  Travel using 'caterpillar', 'monkey' & 'crab' walk  Travel in 'crawling soldier' position  Discuss safety when using apparatus | | Can I combine movements and positions safely in a sequence?  WALT:  Show an awareness of personal and general space  Move with some confidence, imagination and safety  Travel using 'caterpillar', 'monkey' & 'crab' walk  Travel in 'crawling soldier' position  Discuss safety when using apparatus |
|  | Key Question(s): Scarf- How have I grown and changed ? | | | | | | | | | | | | |
| PSHE  Scarf  Growing and Changing  Me and My Relationships  Health and wellbeing:  Healthy Lifestyles SCARF resources  N.B. Scarf Lesson 1: Healthy Me was completed in Autumn 1 during The Life Education Centre Workshop | Scarf Lesson Title:  Then and now  What changes have happened to you since you were a baby?  baby  adult  growing | | Scarf Lesson Title:  Taking care of a baby  What 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 secrets  What 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 private  What 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 heart  brain stomach  trusted adult  growing  lungs vulva  penis  private | | |