

# Year 1 Foundation Curriculum – Autumn Term Overview

## Key Concepts: Local Area, Weather, Sustainability

<p style="text-align: center;"><b>Religious Education 1</b> <b>Belonging</b></p> <p><b>Key questions:</b> <b>What does it mean to belong?</b> What does it mean to belong to a family? What happens when a child joins a religious family? What have we learnt about the importance of belonging to a religious family? <b>Vocabulary:</b> Belonging, family, worship, naming ceremony, Islam mosque, Hinduism, temple/mandir, Christianity, church</p>	<p style="text-align: center;"><b>History</b> <b>Then and Now</b> <b>Toys Through Time</b></p> <p><b>Key Questions:</b> How do we know this toy is old? When was it made? How do you know? What differences are there between our grandparents' toys and our toys? How have toys changed since when we were babies? <b>How have toys changed over time? What are the similarities and differences?</b> <b>Vocabulary:</b> Past, now, old, new, different, wood, metal, electricity, batteries, materials</p>	<p style="text-align: center;"><b>Religious Education 2</b> <b>Christianity: Unit 1: Christianity and the Christmas Story</b> <b>Who am I? Belonging</b> (relate to 5 main world religion and Christianity and The Christmas Story) <b>Key questions:</b> <b>What do Christians remember at Christmas?</b> What do Christians believe about Jesus? Why is the Bible important to Christians? <b>Vocabulary:</b> Jesus, God, church, worship, prayer, advent, christening, Christian, Christmas, celebration, son of God, bible, birth, life, remember, belief</p>		
<p style="text-align: center;"><b>Computing</b> <b>Online Safety</b> <b>What to do if you need help</b></p> <p><b>Key Questions:</b> <b>What should you do if you find inappropriate information or pictures when using technology?</b> Which web browsers should you use? <b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>● Explore a range of technology in different contexts with adult guidance.</li> <li>● Regularly use a range of web browsers with adult support.</li> <li>● Recognise the common uses of technology beyond school.</li> </ul> <p><b>Vocabulary:</b> Online, safety</p>	<p style="text-align: center;"><b>Geography</b> <b>Local Area and Environmental Study</b></p> <p><b>Key Questions:</b> <b>What are the key human and physical geographical features in my local area? What impact are humans having on the local environment? How has the local environment changed over the last few years? What are the key features of a map?</b> What are the similarities between a city, town and village? What are the advantages and disadvantages of living in a big city? How do you know if your local area is a city, town or village? <b>Vocabulary:</b> compass, city, environment, high street, key, local area, map, river, route, town, shops, symbols, village</p>	<p style="text-align: center;"><b>Design Technology</b> <b>Upcycling</b></p> <p><b>Key Questions:</b> <b>How can we reuse single use plastic?</b> What does single-use plastic mean? What are the properties of plastic? <b>Vocabulary:</b> upcycling, plastic, single-use, multi-use, recycle, reuse, waste, disposable, make, draw, cut, shape, build, tool, design, finish, Join, strengthen</p>		
<p style="text-align: center;"><b>RHE 1</b></p> <p><b>Positive relationships at school</b> <b>Key question:</b> <b>Who and what do you belong to?</b> <b>If you argue with your friend, what should you do?</b></p>	<p style="text-align: center;"><b>RHE 2</b></p> <p><b>SRE Growing and Changing</b> <b>Key questions:</b> <b>Do all human bodies work the same way?</b> <b>Why is it important to know the correct names for your body?</b></p>	<p style="text-align: center;"><b>MFL</b> <b>French</b></p> <p>In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.</p>	<p style="text-align: center;"><b>Physical Education 1</b></p> <p>Athletics: Running, throwing, jumping <b>Vocabulary:</b> space, move, direction athletics, running, jumping, long, high, triple, underarm, overarm speed, distance, flight, propel, air, take off, landing, start, finish</p>	<p style="text-align: center;"><b>Physical Education 2</b> <b>Dance</b></p> <p><b>Vocabulary:</b> Space , time, balance, control, turning, repeat, performance</p>
<p style="text-align: center;"><b>Music</b> <b>Exploring Pulse &amp; Pitch</b></p> <p><b>Key Questions:</b> <b>Why do we use duple &amp; triple time?</b> <b>Can you play/clap the pulse/rhythm?</b> <b>Vocabulary:</b> Pulse, rhythm, duple, triple, time, tempo</p>	<p style="text-align: center;"><b>Science</b> <b>Materials</b></p> <p><b>Key Questions:</b> <b>Which paper is the best for...?</b> <b>What is similar, what is different?</b> <b>Why is a ... made of ...?</b> <b>Vocabulary:</b> Object, material, wood, plastic, glass, metal, water, rock, paper, fabric, rubber, wool, hard, soft, stretchy, bendy, waterproof, shiny, absorbent, rough, smooth <b>Scientific working procedural knowledge:</b> Observe, compare, sort &amp; organise, predict, experiment, conclude, apply</p>	<p style="text-align: center;"><b>Art</b> <b>Toys (Link to History)</b> <b>Artist Focus: Study artist Giuseppe Arcimboldo</b> <b>and link to Olivers Vegetables in Literacy and Senses in Science</b></p> <p><b>Mark making:</b> To control different types of marks with a range of media (e.g. thick, wavy, thin, straight). Begin to use a variety of tools to mark make including pencils, pastels and chalk.</p> <p><b>Key questions:</b> <b>What would you choose to make a thick line with? Wavy line?</b></p> <p><b>Vocabulary:</b> Thick, wavy, thin, straight, tone, shadow, shading, light, dark, observation, blend construct manipulate assembling Pattern Repeat</p>		
<p style="text-align: center;"><b>Music</b> <b>Exploring Symbols to Notate Music</b></p> <p><b>Key Questions:</b> <b>What type of voice should we use for a lullaby?</b> <b>If you were a sailor on a ship, would you use a loud or quiet voice?</b> <b>Vocabulary:</b> Melody, lyrics, pitch expression,</p>	<p style="text-align: center;"><b>Animals Including Humans</b></p> <p><b>Are humans an animal? Why do we have the ability to smell? What would happen if we couldn't smell?</b></p>			

dynamics, loud, quiet

Identify and label parts of the body, the skeleton and explore using our senses

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