

Year one Half Termly Curriculum Overview – Autumn 2

Topic: Terrific Tales				
Suggested Wow moment:		A visit to Fairy Tale Land.		
Foundation subjects:				
History	Geography	DT	Art	Science
As Historians we learn about Guy Fawkes and the events of the Gunpowder Plot. Children should be taught about: Events beyond living memory that are significant nationally or globally (example, the Great Fire of London) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	As Geographers we learn about London. Children should be taught to: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	As Designers we learn where food comes from. We learn about the importance of hygiene when baking. We bake gingerbread. Children should be taught to: Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Making Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Cooking and Nutrition Understand where food comes from.	As Artists we learn about the famous artists Pablo Picasso and Jackson Pollock. We create our own pieces of art taking inspiration from these artists. Children should be taught: About the work of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making a link to their own work. To use a range of materials creatively to design and make products	As Scientists we learn about seasons. We can name and describe the four seasons and can talk about seasonal change. Children should be taught to: Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.
Music	Computing	PSHE	RE	PE
As Musicians we learn about tempo. We explore pieces of music that are fast and slow. Children should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.	As Computing experts we learn about algorithms and programming. Children should be taught to Understand what algorithms are; how they are implemented as programs on digital devices; and that	As Good Citizens we learn about being responsible. We talk about our responsibilities in school and at home and how we can be responsible for looking after our planet. Children should be taught to:	As Religious Explorers we learn about special times. We discuss birthdays, weddings, Hanukkah and Christmas. Children should be taught to:	As a sports person we learn to Dance: Growing (Indoor). We learn ball skills: hands (outdoor). Children should be taught to: Perform dances using simple movement patterns.

	programs execute by following precise and unambiguous instructions	Know what a rule is and that we follow rules to help each other. Describe some simple ways to manage waste. Describe some ways to care for people, animals and other living things.	Know about and understand a range of religions and worldviews. Express ideas and insights about the nature, significance and impact of religions and worldviews. Gain and deploy the skills needed to engage seriously with religions and worldviews.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
--	--	---	---	---