



Year 1 Autumn 2023

What does my family album tell me about the past?

Linked texts: Stick Man, Grandad's Island, Two Homes, Family and Me, My Big Fantastic Family, Only One You, In Every House in Every Street, The Paper Dolls, Super Duper You, Lost Toy Museum, My Magic Family

Topic composite: Trips/ Visits: Local area walks and visits, Truro Cathedral

Wild Tribe Link: Science and Art



Intent: Children begin to develop their understanding of events within living memory. They begin to understand the meaning of duration and begin to extract information from various types of source.

Skills and Knowledge components:
Put things in order significant to themselves
Explore sources, extracting evidence from various sources with support
Ask questions and investigate ideas
Identify similarities and differences from the past to their lives now

Sticky Knowledge:
I know that different people at home grew up at different times and had different experiences when they were children.
I can sequence events that have happened in my lifetime on a timeline.
I can explain how toys have changed since when my parents were children.
I can give similarities and differences with my childhood and my parents
I know that we can find out about the past through stories, pictures, artefacts

Vocabulary: past, present, timeline, sequence, event, similarity, difference, sources, generation, lifetime, family, parents, duration

Subject Composite: Children will talk to family members about their childhood. They will create class and individual timelines to sequence dates and events.

Impact: Children will understand that people in their family have different childhood experiences and will be able to explain similarities and differences. They will ask questions about the past and use sources to discover more.



Intent: Children will explore the different senses and build on their understanding of the human body. Children will work scientifically to answer enquiry questions.

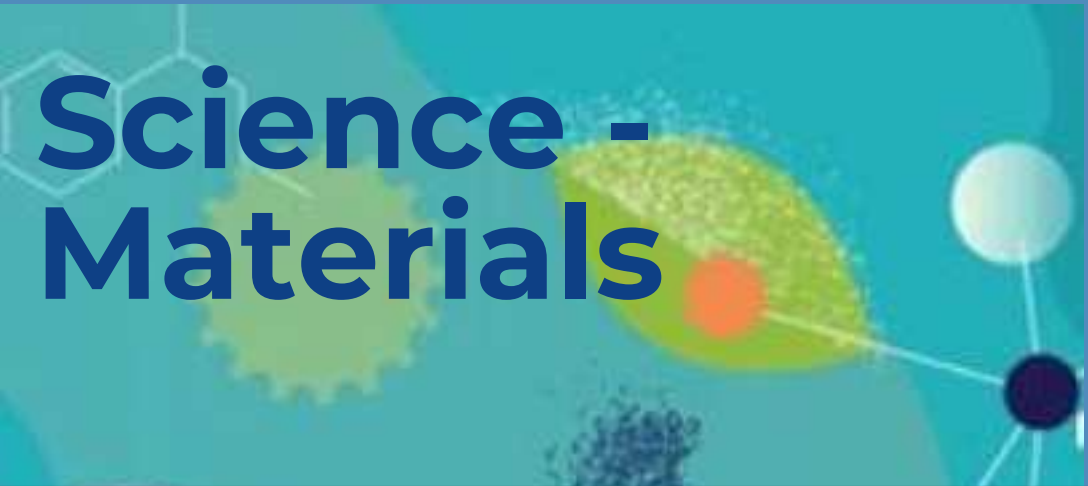
Skills and knowledge components:
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Ask simple questions and recognising that they can be answered in different ways.
use observations and ideas to suggest answers to questions.
Performing simple tests.

Sticky knowledge:
Most bodies have a neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth
Humans use their eyes to see when there is light. Some people cannot see.
Humans use their ears to hear sounds, when sounds are quiet they can be hard to hear when sounds are louder they are easier to hear.
The tongue helps humans to taste. There are 5 basic tastes - sweet, salty, sour, bitter and savoury.
The skin is the body part which helps us to sense touch.
The nose helps us to sense smell. and some items have a stronger smell than others.

Key Vocabulary:

Subject composite: Children will carry out a range of investigations to gain an understanding of their body and its senses.

Impact: Children will develop their understanding of how their body works and will be inquisitive with the world around them and how their senses respond.



Intent: Children explore materials finding similarities and differences. Children sort materials and begin to explore melting and freezing.

Skills and knowledge components:
Describe the simple physical properties of a variety of everyday materials.
Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.
Distinguish between an object and the material from which it is made.
Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Work scientifically by performing simple tests.
Work scientifically by gathering and recording data to help in answering questions.
Work scientifically by observing closely using simple equipment.
Work scientifically by identifying and classifying.

Sticky knowledge:
Materials can have different textures.
There are different types of rock which are used to build things such as walls or buildings.
Objects are made from different materials depending on what they are used for.
When water freezes it turns to ice.
When ice melts it turns to water.
Some materials float in water and some sink.

Key vocabulary:
material, soft, hard, shiny, dull, rock, heavy, light, rough, smooth, metal, wood, plastic, glass, wool, solid, liquid, melt, freeze, ice, float, sink, absorb, transparent, opaque

Impact: Children will have a clear understanding of different materials and their uses. They will begin to understand the changes in the properties of water. They will gain understanding and experience of a range of experiments.



Intent: Children will explore the seasons Autumn and Winter. They will compare the two seasons based on weather patters and changes in plant and animal life.

Skills and knowledge components:
Observe changes across the 4 seasons
Describe weather associated with the different seasons and how day length varies.
Ask simple questions and recognise they can be answered in different ways.
Gather and record data to help answer questions.

Sticky knowledge:
I know that there are 4 seasons in one year.
I can name the four seasons; Spring, Summer, Autumn, Winter
In Autumn the days are starting to become shorter and the nights are starting to become longer
Trees loose their leaves in Autumn
The weather changes often in Autumn and that it can be cold and wet in Winter.

Subject composite:
Children will explore the local area and record the weather daily as part of the class routine. The will create rain gauges and use these throughout the school year.

Key vocabulary: season, Autumn, Winter, daylight, night, weather, rainfall, rain gauge

Impact: Children will begin to build up a clear understanding of a year and the changes within it. They will identify similarities and differences in their local area between the seasons.



Intent: Children begin to understand that artists use creativity to re-see, re-invent or reimagine the world around them.

Skills and knowledge components:
Begin to use sketch books to record my thoughts and ideas.
Begin to understand the sculptural art form.
Start to develop an understanding of the work of a variety of artists.
Use a range of techniques to join materials
Use simple cutting tolls.
Share ideas within the class and evaluate my work.

Sticky knowledge:
I know that a sculpture is a sculpture is a 3 dimensional art piece.
I know that artists can use everyday objects to create art pieces.
I know I can join materials together using glue, tape, string
I know that a sketch book is a place where I can record my ideas.
I know how to safely using cutting tolls to cut a range of materials. I know that some materials are harder to cut than others.

Key vocabulary:

Subject composite: Children create their own stick people inspired by traditional worry dolls and the work of Chris Kenny.

Impact: Children start to see themselves as artists and begin to look at familiar items and think how they can use their creativity to transform it. Children understand that everyone shows creativity in different ways.



Intent: Design, make and evaluate a hanging decoration (product) for their family (user) for Christmas (purpose).

Skills, and Knowledge Components Focus
· Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
· Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
· Select from and use textiles according to their characteristics.
· Explore and evaluate a range of existing textile products relevant to the project being undertaken. ·
· Evaluate their ideas throughout and their final products against original design criteria.
· Understand how simple 3-D textile products are made, using a template to create two identical shapes.
· Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
· Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.

Sticky Knowledge:
· I know it is important to plan my ideas carefully and that eating a template for my product.
· I know I can join two pieces of material together using luing, stapling, sewing
· I know how to thread a needle and I know I can use a needle threader to help me if I am stuck.
· I know I can use a range of techniques to decorate my product including textile paints, embroidery, adding buttons and sequins

Key Vocabulary: thread, pins, needle, stitch, sew, running stitch, over stitch, template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, functio

Subject Composite: Children to create a Christmas decoration.

Impact: Children will understand the process for creating a textile product and will develop techniques for joining materials and finishing techniques.

