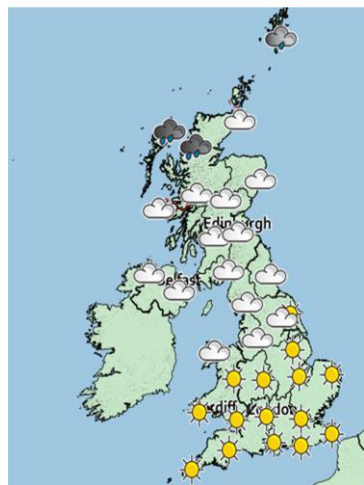


Year 1 – Autumn -Weather Watchers



Summary: We will be thinking about the seasons and different weather patterns in the United Kingdom. We will explore how the weather affects us and how to dress appropriately. We will also learn about some of the amazing weather from around the world. We will watch videos and read about cyclones, tornadoes, snow storms, hot deserts, floods and other incredible weather patterns. We will name the continents and oceans and investigate the weather and climates. We will be looking at different books about weather and link this with our English and shared reading.



Texts we will be reading:

Rain by Sam Usher

Storm by Sam Usher

Grandpa's Handkerchief by Dorothy Clark

Sonny's Wonderful Weather by Lisa Stubbs

Peace at Last by Jill Murphy

Activities:

Create a class weather collage.

Observe weather patterns and seasonal changes by going on seasonal walks around the field.

Read weather related books together and discuss them.

Write about different types of weather related to the story books we are reading.

Explore interesting weather vocabulary.

In art we will:

Use painting techniques by choosing between thick and thin paint brushes to create weather pictures showing rain, storms, sunshine, rainbows and snow. We will use some of the ideas of artists such as Edvard Munch and Norman Adams to create our own rainbow artwork. We will be mixing primary colours to make secondary colours and making colour wheels. We will be colouring neatly and keeping within the lines. We will draw and paint storm wreckages and create collage cloud formation pictures. We will also create seasonal Christmas cards.

At the end of the topic I will know:

How to choose which paintbrush to use (thick or thin) for different tasks – thin brushes for more detailed work and thick brushes for filling in large areas.

I will know 'The rainbow' was an oil painting created by Edvard Munch. I will also know the 'Rainbow Painting' was created by Norman Adams in 1966.

I will know that mixing red and yellow makes orange, blue and red mix together to make purple and blue and yellow mix together to make green. Red, blue and yellow are primary colours and purple, green and orange are secondary colours.

In Geography we will:

Identify seasonal and daily weather patterns in the UK such as rain, storms, sunshine, hail, fog, sleet and snow. We will observe daily and seasonal weather patterns in the United Kingdom. We will use a world map to locate the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles We will name continents and oceans. We will also learn about some of the amazing weather from around the world. We will watch videos and read about cyclones, tornadoes, snow storms, hot deserts, floods and other incredible weathers patterns. We will name the continents and oceans and investigate the weather and climates.

At the end of this topic I will know:

There are four seasons in the UK – Winter (the coldest), Spring, Summer (the hottest), and Autumn.

In the UK we have rain, fog, sleet, snow, storms, hail.

Hot areas of the world are located near the equator.

Cold places in the world are located near the poles.

I can find the equator on a globe and the North and South Pole.

The seven continents of the world are Europe, Asia, Africa, North America, South America, Australia (Oceania) and Antarctica.

The five oceans of the world are The Atlantic, The Pacific, The Indian Ocean, The Arctic and the Southern Ocean.



In R.E. our enquiry questions are:

What do my senses tell me about the world of religion and belief?

How does a celebration bring a community together?

In RE we will learn:

- The five senses (see, hear, smell, touch, taste) and how they are engaged in religion and worship
- The worship practice of Hindu Puja
- Visual art, e.g., Murti / Image of Hindu God
- Artefacts used in Puja (bell, incense, diva lamp, spoon, kum kum powder)
- Smell – incense is used as part of Hindu worship at a shrine

Taste – food such as fruit is left at the shrine as an offering to the Gods

- How Christians celebrate Christmas/Easter.
- How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha.

How do these festivals help to bring the religious communities together?

At the end of the topic I will be able to:

- Begin to make connections using their senses and what they know about the world around them
- Ask “I wonder ...” questions about the world around us
- Use our senses to investigate worship in different religious traditions

- Recognise the meanings of the term Christian and Muslim.
- Recognise practices associated with the festivals of Christmas and Eid-ul-Fitr.

Recognise ways in which a celebration can encourage a sense of belonging within a faith community.

In English we will be learning to:

Write sentences about ourselves, describing our favourite weather and thinking about words associated with it. We will use a variety of story books that focus on weather to build vocabulary and to encourage the children to use fabulous words in their own writing. In shared reading we will practise reading with expression and we will be exploring vocabulary in the text. We will also learn how to answer inference and retrieval questions

At the end of the topic I will know:

How to write simple sentences.

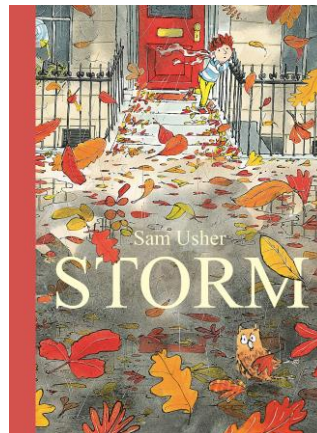
To use a capital letter at the start of my sentence, finger spaces inbetween my words and a full stop at the end of my sentence.

How to use my phonic sounds to build words.

How to read with expression and fluency.

How to infer from a text. For example, if it says in the text that the boy is sweating, I can infer that the weather is hot.

How to retrieve information from a text. For example, if you ask me what the boy did I can find this information in the text.



In Maths we will be learning to:

Work with numbers up to 20. We will be counting and writing numbers as well as finding one more and one less. We will cover addition and subtraction with a focus on being able to read, write and interpret mathematical statements.

At the end of the topic I will know:

How to sort objects, to count objects and to match numbers to objects.

How to identify and represent numbers up to 10 (20).

How to count, read and write forwards from any number 0 – 20

How to count, read and write backwards any number from 0-20.

How to count one more / one less.

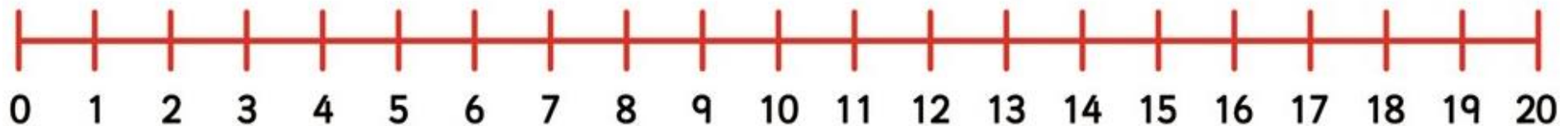
How to compare groups using language such as equal, more /greater, less / fewer.

How to order groups of objects.

How to order numbers from smallest to biggest and biggest to smallest.

Ordinal numbers. 1st 2nd 3rd 4th

How to use a number lines – to count on, to count back and to find one more, one less etc.



How to add amounts together. I will use concrete (objects) and pictorial methods to help me. I will know how to use a number line to help me add numbers together.

How to subtract numbers using concrete objects to take away. When using pictures, I will know to cross out the amount I am taking away.

How to recognise and name common 2d shapes (including circle, square, triangle, rectangle).

How to recognise and name common 3d shapes (including cuboids, cubes, spheres and pyramids).

How to halve and double numbers to 20.

In history we will learn:

During Black History Month, I will learn about the life of Floella Benjamin. I will learn about her life as a famous children's television presenter.

At the end of the topic I will know:

Floella Bengamin does charity work to help children.

She loved dancing and singing and dreamed to be on television.

She ran marathons to raise money for children.

In PSHE we will be learning about our brain and how we can look after our minds to be at their very best.

At the end of the topic I will know:

The three key parts of my brain; Hippocampus, Amygdala and Prefrontal Cortex.

We call them Team H-A-P for short and they each have a special role:

Hippocampus -is like a scrapbook storing our memories and things that we learn.

Amygdala -is there to react to keep us safe when there is danger. It cannot assess danger though, it can only react if it senses it by fighting, freezing or flighting!

Prefrontal Cortex -helps us to make decisions, understand different perspectives, solve problems, analyse and make choices.

We can be at our best when Team H-A-P are working together.

When we feel stressed or worried, Team H-A-P cannot work well together, and our Amygdala will take over and cause us to react (without thinking) rather than respond (assessing our actions before we take them).

When we feel stressed or worried we can do Happy Breathing, this is slow calm breathing that helps calm the mind, especially the Amygdala.

In P.E. we are focusing on multi-skills and dance.

At the end of the topic I will be able to:

Explore static balances and understand the concept of basis.

Aim a variety of balls and equipment accurately.

Travel in different ways and directions.

Practice ABC (agility, balance and circuit stations).

Change direction during travelling moves.

Link moves together.

Explore basic body patterns and link moves to music.

Use a variety of moves that change speed and direction.

Link together dance moves with gestures.

In computing we will be:

Learning about online safety, including using useful tips to stay safe when online; how to manage feelings and emotions when someone or something has upset us online; learning about the responsibility we have as online users; exploring the idea of a 'digital footprint'.

Learning how to login and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor.

At the end of the topic I will know:

That the internet is lots of computers that are connected together.

That some devices that connect to the internet are tablets, laptops, computers and phones.

That there are two forms of the internet, wired and wireless.

That if I see something on the internet that I do not like, I need to tell an adult.

How to use computer equipment such as a mouse. I will be able to drag and drop.

In Science we will be learning to:

Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.

At the end of the topic I will know:

The four seasons: summer, winter, spring and autumn.

In the winter the weather is colder and sometimes it may snow in the UK. In the summer the weather is often sunny and the temperature is higher than the other seasons. In the autumn the leaves change colour, fall off the trees and it is often windy. In the spring new life begins, plants start to bloom and the temperature starts to rise.

How the day light hours are shorter in winter and longer in summer.

National Curriculum Objectives to be covered with activities:

History

- the lives of significant individuals in the past who have contributed to national and international achievements

Geography

- name and locate the world's seven continents and five oceans
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Art

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Science

- observing closely, using simple equipment
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.
- a variety of common wild and garden plants, including deciduous and evergreen trees

Key Vocabulary:

- *snow- water vapour frozen into ice crystals
- *wind- natural movement of air
- *rain- water droplets that fall from clouds
- *hail- pellets of frozen rain
- *sleet- rain containing ice
- *fog- a thick cloud near the surface of the ground
- *hot- having a high degree of heat
- *warm- a comfortably high temperature
- *cold- a low temperature
- *temperature- the degree of hotness or coldness
- *United Kingdom- a country in western Europe
- *Summer- the warmest season
- *Winter- the coldest season
- *Autumn- the season after summer and before winter
- *Spring- the season after winter and before summer
- *season- each of the four parts of the year marked by different weather patterns

- *Season- each of the four parts of the year marked by different weather patterns
- *Record-**something written to give proof of something or tell about past events**
- *Equipment-supplies or tools needed for a special purpose.
- *Chart
- *Diagram
- *Atlas- a collection of maps.
- *Globe- a spherical model of Earth
- *Equator- an imaginary line around the middle of a planet
- *Continent- a large solid area of land. Earth has seven continents.
- *Ocean- a **huge body** of salt water.
- *North pole- the point that is farthest north on the planet Earth.
- *South pole - the point that is farthest south on the planet Earth.
- *Cyclones-A cyclone is a **powerful spinning storm** that contains strong winds and rain that swirl around a calm eye, or center.
- *Tornadoes-A tornado is a violent rotating column of air extending from a thunderstorm to the ground.
- *Snowstorms- a storm in which a lot of snow falls.
- *Hot deserts- a very dry, sandy area with few or no plants growing in it.
- *Floods - a rise of water with no place to go.