

Year 1 Autumn 1 MTP – Around and About

At Mary Swanwick, we enjoy: Learning together; helping one another to achieve our best.

Together we:							
Work to ensure that our children are able to reach their potential and be successful in the next stage of their education and their future as responsible, confident and caring citizens of the world. We aim to raise aspiration, encourage a sense of pride in achievement and provide context and a purpose for learning, providing opportunities for children to develop the skills, knowledge and understanding they need to make the world a better place. We do this through our three key drivers:							
Communication			Resilience			Worldly Views & Ambition	
We teach our values through our Learners' Code							
LISTEN	EFFORT	ACHIEVE	RESPECT	NEAT	ENJOY	READY	SAFE

Overview	This topic aims to give children the opportunity to consider and explore where they live. When looking in their local environment children will think about the key features of their locality, beginning with the school grounds and their local village, then taking a wider view of Chesterfield and the UK.	
Rationale / How is the topic appropriate for our context? How is it aspirational? What cultural capital will our children get from this? How this links to the key drivers?	This topic gives children an opportunity to consider where they feature in the wider world. It will broaden the horizons of children who rarely leave the village or town, helping children to gain a perspective on where they live and how places are similar and different. Communication – This topic will give children the chance to share their opinions and talk about their own lives and communities. To be able to ask simple questions. To be able to verbalise a thought and listen to the thoughts of others. Worldly Views & Ambition – This topic encourages children to be ambitious and curious to travel to new places and discover other parts of the country. Children will have opportunities to see how other people in their local area and beyond live and to be aware of different families and lifestyles within the same locality. Children will consider what it means to belong to a community. To know that there are different kinds of communities (city, coastal, rural, island etc). To be able to name some communities that are different to/outside of our own.	
Hidden Voices	Children will be able to think their locality and the wider world beyond Old Whittington. They will have a chance to think about their community and the people which make it up. Through learning about Stephen Wiltshire, children will be able to see how people can use their differences to achieve extraordinary things.	
Connections – what will children have already learned?	Subject Geography 	Content Knowledge – the vocabulary associated with their immediate environment ie classroom, school, playground etc -the features of their local environment ie park, town, high street etc -what a map is -vocabulary linked to their immediate environment -the name of the road/ town/ city that their school is located in -how to use aerial views of the school setting to recognise buildings, open space, roads and simple features -how to draw simple maps of their immediate environment or from imaginary story settings Skills – be able to draw information from a simple map.

	History 	Knowledge – that things happened before they were born -how to organise events using basic chronology - how to describe who is who in pictures of their families -that things happened before they were born -how to organise events using basic chronology Skills – be able to talk about members of their immediate family and community. -be able to comment on images of familiar situations in the past ie school, homes, transport
	Art & Design 	Knowledge – how to notice how artists work is similar or different from their own - how to develop their colour mixing techniques to enable them to match the colours they see and want to represent Skills – be able to turn to and build on their previous learning, refining ideas and developing their ability to represent them -be able to describe features in the natural world
	PE & Games 	Knowledge – what balance is -how to use balance and stillness to end movements Skills – be able to revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing -be able to progress towards a more fluent style of moving, with developing control and grace -be able to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics
	RE 	Knowledge – understand what a church is and where our local church is -know that Christians believe in one God -know that people have different beliefs Skills – be able to talk about what they believe
	Jigsaw 	Knowledge – To know strategies for staying calm -how to wait politely -how to tidy up after themselves -how to identify when their behaviour is not in line with the rules -how to speak about characters that deal with challenges from stories, including how they feel about them and how they overcome them Skills –be able to see themselves as a valuable individual -be able to identify and moderate their own feelings socially and emotionally -be able to think about the perspectives of others.
	Computing 	Knowledge – know what the keyboard is on an iPad Skills – be able to type on an iPad
Hook for Learning	A walk around the local area – gather in Swanwick Memorial Hall to learn about Mary Swanwick and discuss what we like and dislike about our area.	
Authentic outcome	Walk to Brearley Park for a homemade picnic (and meet Y1 from New Whittington?)	

Year 1 Term 1 – Round and About

Main subject	Content	National Curriculum objectives/skills	Key knowledge / skills / vocabulary	Teaching sequence
Geography 	Key features of the local area and the countries which make up the UK.	<u>Location Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Know: Declarative -physical and human features in the school environment - positional language: forwards, backwards, left, right, up, down - that maps, atlases and globes can show us where places are in increasing detail e.g. globes --> atlas --> map. - about cities, towns and villages -which county the local area is in -local landmarks in the local area that are important Procedural – - that locations can be shown via simple drawings Be able to: -identify key physical features on pictures and simple maps eg: beach, forest, mountain, sea, -identify key human features, including: city, town, village, farm -use world maps, atlases and globes to identify the UK and its countries -follow directions to move -use aerial photographs -create a simple map of real or made-up places -use simple fieldwork and observational skills to study the geography of their school and its grounds. Eg. creating a map of the school Vocabulary: Physical, human, local area, city, town, village, farm, mountain, sea, beach, forest, map, atlas, globe, country, continent, capital, aerial view	Lesson question – Where do you live? Children to consider the house they live in. Find houses on a map in relation to school. Discuss where the school is and what the village we are in is called.
		<u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country		Lesson question – What are 'human' and 'physical' geographical features of where you live? Introduce the terms 'physical geography' and 'human geography'. Sort geographical features into these.
		<u>Geographical Skills and Fieldwork</u> - Use world maps, atlases and globes to identify the United Kingdom and its countries - Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment		Lesson question – Where is Old Whittington? Children to look at the location of Old Whittington, discuss the local town of Chesterfield. Identify key features of Chesterfield. Look at aerial photographs of the town.
				Lesson question – How do we get from A to B? Use compass directions on a map of the school. Use locational and directional language to discuss parts of Old Whittington.
		<u>Human and Physical Knowledge</u> - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - Use basic geographical vocabulary to refer to key human features, including:		Lesson question – Where is Chesterfield? Introduce the UK and the 4 countries that make up the UK. Use atlases to find the UK.
				Lesson question – What are the capital cities of the UK? Identify key features of the capital cities of the 4 countries of the UK.

		city, town, village, factory, farm, house, office, port, harbour and shop		
Key texts/class reader 	Pathways: <u>Lost and Found</u> Last Stop on Market Street Look What I Found in the Forest Penguins	- Participate in discussion about what is read to them, taking turns and listening to what others say - Explain clearly their understanding of what is read to them Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear to their own experiences - discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - discussing the significance of the title and events - making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far	'PRE-READING' information: The core knowledge that children need to know before encountering the text - That penguins usually live in the Antarctic but can be found in zoos and wildlife parks From Pathways Unit: National curriculum skills for this unit: Spoken language: - Listen and respond - Ask relevant questions - Build vocabulary - Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: - Retell stories and consider their particular characteristics - Discuss words meanings, lining new meanings to those already known - Discuss the significance of the title and events - Make inferences on the basis of what is being said and done - Predict what might happen on the basis of what has been read so far - Participate in discussion about what has been read to them Writing Composition: - Compose a sentence orally before writing it - Sequence sentences to form short narratives - Re-read what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils - Read aloud their writing clearly enough to be heard by their peers and the teacher	
Writing purpose 	<u>Main Texts</u> Lost and Found By Oliver Jeffers	Writing Composition: - Compose a sentence orally before writing it - Sequence sentences to form short narratives - Re-read what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils - Read aloud their writing clearly enough to be heard by their peers and the teacher Writing outcome: To write an adventure story based on the structure of 'Lost and Found' with a new animal.	Know: - that proper nouns start with a capital letter - how to use a capital letter for proper nouns and the personal pronoun 'I' - how to leave spaces between words - how to compose a sentence orally before writing it - how to read aloud their writing - upper- and lower-case letters - how to sit correctly at a table, holding a pencil comfortably and correctly Be able to: - write simple dictated sentences	Week 1- Letter formation/word writing Phonics (Week 1-ay) Re-engage letter formation (lower-case) Deliberate Practice labels Spellings day, may, play, say, tray, play, crayon, spray, said, so Week 2- Letter formation/word writing Phonics (Week 2-oy) Re-engage letter formation (lower and upper case) Deliberate Practice labels Spellings boy, toy, joy, enjoy, annoy, employ, destroy, royal, have, like Week 3- Write simple sentences Phonics (Week 3-ie) Re-engage letter formation (lower and upper case)

			- form lower and upper-case letters and digits 0-9 correctly - re-read and discuss what they have written to ensure it makes sense Vocabulary: decide penguin check office disappointment float discover South Pole delight rowboat realise south head back waves reach mountains wonderful CEWs linked to Pathways: was his a where he come they so some to there said were push(ed) my have	Deliberate Practice finger spaces in dictated sentences Spellings pie, lie, tie, die, cries, tries, spied, fried, come, some Week 4- Write simple sentences Phonics (Week 4-ea) Re-engage letter formation (lower and upper case) Deliberate Practice dictated sentences Spellings sea, bead, read, seat, meat, heap, treat, least, were, there Week 5- Write simple sentences Phonics (Week 5-a-e) Re-engage CEWs spellings Deliberate Practice dictated sentences Spellings game, name, snake, cake, came, make, same, ate, little, one Week 6- Plan and write a diary entry Phonics (Week 6-i-e/o-e) Re-engage CEWs spellings Deliberate Practice personal pronoun 'I' Spellings bike, time, pine, prize, bone, home, note, alone, do, when Week 7- Plan and write a diary entry Phonics (Week 7-u-e/e-e) Re-engage CEWs spellings Deliberate Practice personal pronoun 'I' Spellings fume, tube, rule, flute, these, theme, concrete, complete, what, oh
Maths + × - ÷	Place value within 10 Addition and subtraction within 10	Place value -read and write numbers -count reliably -identify one more and one less -order numbers -identify and represent numbers using concrete objects and pictorial representations Addition and subtraction -read, write and interpret mathematical statements involving += signs -represent and use number bonds -solve one step problems using concrete objects and pictorial representations		
Art & Design	Roy Lichtenstein- dot	-Learn about the work of a range of artists, craft makers and designers. describing the	Know:	Lesson 1- (Linked with Science when exploring plants and trees in the local environment) Make tree/leaf rubbings.

	painting (focus on colour mixing) Stephen Wiltshire-city scapes (focus on line and form)	differences and similarities between different practices and disciplines, making links to their own work -Develop a range of art and design techniques in using colour, pattern, texture, line, form and space	-that red & yellow make orange / yellow & blue make green / red & blue make purple - that mixing two primary colours makes a secondary colour Be able to: - explore the differences and similarities within the work of artists - explore the use of line, shape and colour -use paint and different brush types to make different marks - name the primary colours and mix them to make secondary colours and shades - to explore texture by making rubbings Vocabulary: Primary, secondary, artist, line, shape, rubbings, texture	Lesson 2- Colour mixing. Learn the primary colours and what happens when these are mixed. What are the secondary colours? Complete a colour mixing activity in sketchbooks. Lesson 3- Study the work of Roy Lichtenstein and consider what children like/do not like about his work. How could we use this work to create our own artwork? Discuss the colours he used, how can we create those colours from primary colours? Lesson 4- Use Roy Lichtenstein's style of dot painting to create a painting of the Crooked Spire. Children to use their knowledge of colour mixing to make their own colours. Lesson 5- Study the work of Stephen Wiltshire and consider what children like/do not like about his work. How could we use this work to inspire us? Lesson 6- Children to practise drawing lines to create an image of a building in the local area. Lesson 7- Children to evaluate and develop on their picture from last week.
Music 	Charanga Hey You! By Joanna Mangona (A hip hop song for children)	- Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music	Know: -that music has a steady pulse/beat, like a heartbeat. -that we can create rhythms from words, our names, favourite food, colours and animals. -a performance is sharing music with other people, called an audience. -how to speak chants and rhymes. - that everyone can improvise Be able to: - start and stop singing/playing and get louder and quieter when following a leader. - listen and clap/sing back your own answer - use body to make sounds. -use voice to do: humming, whispers, whistles, rap – be creative and expressive. Vocabulary: Chant, rap, humming, whisper, whistle, rhyme, fast, slow, follow, sing, song, perform, tune, voice, steady beat/pulse, audience, rhythm, pitch, singers, instrument	Lesson 1- Listen and appraise the song, discuss key features Lesson 2- Learn the words to the song Lesson 3- Practise the song Lesson 4- Adapt the song, adding instruments Lesson 5- Practise performing the song with adaptations Lesson 6- Perform the song to an audience

PE and games 	Using REAL PE planning and resources to deliver the topic Unit 1 Personal Skills Key focus: Co-ordination and balance	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 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	Know: -how to stay safe in PE lessons -that my body can move in different ways Be able to: - make my body curled, tense, stretched and relaxed -travel in different ways -control my body when travelling and balancing -copy sequences and repeat them. -roll, curl, travel and balance in different ways -move with control and care -describe the difference in your body when exercising -use equipment safely Vocabulary: Coordination, static balance, stretch, relax, warm up, exercise	Week 1- Co-ordination- footwork Week 2- Co-ordination- footwork Week 3- Co-ordination- footwork Week 4- Static balance- one leg Week 5- Static balance- one leg Week 6- Static balance- one leg Week 7- Review and assess
RE 	Christianity What do Christians believe about God?	Jigsaw RE - Talk about some simple ideas about Christian beliefs about God and Jesus - Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means - Talk about issues of good and bad, right and wrong arising from the stories - Ask some questions about believing in God and offer some ideas of their own	Know: -who Jesus is -some Christian beliefs about God and Jesus -some Christian stories Be able to: -talk about good and bad, right and wrong -suggest how Christians might act in certain scenarios based on their beliefs -ask questions about belief in God -offer their own ideas about God Vocabulary: God, Christianity, Christian, good, bad, right, wrong, faith, belief	Lesson 1- I can respect the work of a creator Children think about the world around them and how Christians believe that God created the world. What do we like about our world? Lesson 2- I can retell the Christian Creation story Children learn the Christian creation story and retell it in words and pictures. Lesson 3- I can tell you how Christians think God wants them to behave (towards the world) Children think about the things we do to keep our world healthy. Read Oliver Jeffers' Here We Are. Lesson 4- I can say some ways Christians believe God wants them to behave (towards others) Read the parable of 'The Good Samaritan', what can we learn from this story? How should Christians treat others? Lesson 5- I can remember some Christian beliefs about God and talk about them I can express an opinion about some Christian beliefs about God Children recall their previous learning and record in Jigsaw books Lesson 6- I can say how it feels to take care of the world or somebody? Children share a time they have helped the world around them or someone else in a circle. Record ideas on Seesaw.
Jigsaw/PSHE	Following Jigsaw planning	- To feel safe and special and understand that there are rights and	Know: -How to use my jigsaw journal	Lesson 1- Special and Safe

	sequence for the Puzzle 'Being Me in My World'	Who am I and how do I fit?	- responsibilities when belonging to a group - To make contributions and feel that these are valid - To develop an awareness of choices and consequences - To understand and discuss a range of feelings	- My rights and responsibilities as a member of this class - My views are valued and can contribute to our Learning Charter - That choices have consequences Be able to: - Feel special and safe in class - Make my class a safe place - Feel proud of an achievement - Recognise my own feelings Vocabulary: Rights, responsibilities, safe, special, feelings, achievement, proud, choices, consequences	Lesson 2- My Class Lesson 3- Rights and Responsibilities Lesson 4- Rewards and Feeling Proud Lesson 5- Consequences Lesson 6- Owning our Learning Charter		
	Computing 	Teach Computing	Computing systems and networks- Technology around us	- Recognise common uses of information technology beyond school - Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Know: - The importance of a password and why we use them - How computers are used in the wider world. - Information from a variety of sources (electronic, paper based, observations of the world etc.) Be able to: - Name key uses of technology in and out of school - Type on a keyboard - Control a mouse Vocabulary: Technology, computer, mouse, keyboard, responsibly, password, respectfully	Lesson 1- Technology in our classroom Lesson 2- Using technology Lesson 3- Developing mouse skills Lesson 4- Using a computer keyboard Lesson 5- Developing keyboard skills Lesson 6- Using a computer responsibly	
		History 	Old Whittington and how Mary Swanwick is an important person from the past	Children will think about:	- Significant historical places and people in their own locality - How Old Whittington has changed since Mary Swanwick lived here	Know: - There is a difference between life now and in the past. - Understand the difference between past and present - How places and people have changed over time - Historical sources include artefacts, written accounts, photographs and paintings. Be able to: - sequence important events in their life;	Lesson question – What has happened in our history / past? Children discuss what 'the past' means – link to the word 'history'. Children order life events on a timeline – being born, starting to walk/talk, going to school (adding in other important events of own choice). Think about how these changes look and feel for them. Lesson question – Who is Mary Swanwick? Place important events of Mary Swanwick's life on a timeline (cut and stick pictures) – does her life look the same as ours? Lesson question – What has happened in the past in Old Whittington? Walk down to Swanwick Memorial Hall, Revolution House and up to St. Bartholomew's church – were we born when these were built? Why are these places important to us?

			- describe things that happened to themselves and other people in the past; - describe changes within living memory; - describe significant historical places in their own locality; - discuss some significant historical places in their own locality; - recognise the difference between past and present in their own and others' lives; - find answers to simple questions about the past; - explore events, look at pictures and answers questions such as: "Which things are old and which are new?"; - use information in books, videos, photographs, pictures and artefacts to find out about the past. - sort events or objects into groups (i.e. then and now.) Vocabulary: here, now, then, yesterday, last week, last year, years ago, a long time ago, before I was born, "when my parents/carers were young" clue, information	Lesson question – What do these places tell us about the past? Think about the church and Revolution House as giving us clues about the past – compare these buildings with a modern building and look for similarities and differences. How do we know something is old / built in the past? Discussion and scribing / recording of ideas on Seesaw.
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