

<u>Events</u>	<u>RE &amp; Values</u> <u>RE:</u>  <u>Virtues:</u>  Caring Helpfulness Co-operation Courage Kindness Reflection	<u>Topic: Places to Play</u>
<p><u>Computing: Let's Create (over the whole of the Autumn Term)</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.</li> <li>• Create and debug simple programs.</li> <li>• <b>Talk to the children about how computers and onscreen activities can help us write. (Reception)</b></li> <li>• <b>Talk about who we can tell if any technology makes us feel worried or uncomfortable (Reception)</b></li> <li>• <b>Support children in making marks to represent letters, words, objects using a range of devices, such as desktop computer, laptop, tablet, interactive display(Reception)</b></li> <li>•</li> </ul>		<p><u>Geography:</u></p> <ul style="list-style-type: none"> <li>- Identify and compare key geographical features of our local area in Stevenage; e.g. weather, locality, with another area abroad. (For example, through Barnaby Bear.)</li> <li>- Use simple fieldwork observational skills to study the geography of their school and its grounds - e.g. designing simple maps.</li> <li>- <b>They talk about features of their own environment and how environments might differ from one another (Reception)</b></li> </ul> <p><u>History:</u></p> <ul style="list-style-type: none"> <li>- Match objects to people of different age</li> <li>- Changes within living memory.</li> <li>- <b>Children talk about past and present events in their own lives and in the lives of family members (Reception)</b></li> </ul> <p><u>Art and Design:</u></p> <ul style="list-style-type: none"> <li>- Recognise that ideas can be expressed in art work</li> <li>- Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)</li> </ul> <p><b>1. Work purposefully responding to colours, shapes, materials etc. (Reception)</b></p> <p><b>2. Create simple representations of people and other things (Reception)</b></p> <p><u>Design and Technology:</u></p> <ul style="list-style-type: none"> <li>- Select and use appropriate fruit and vegetables, processes and tools</li> <li>- Suggest ideas and explain what they are going to do</li> <li>- Make their design using appropriate techniques</li> <li>- <b>Manipulates materials to achieve a planned effect (Reception)</b></li> <li>- <b>Constructs with a purpose in mind, using a variety of resources (Reception)</b></li> <li>- <b>Uses simple tools and techniques competently and appropriately (Reception)</b></li> <li>- <b>Selects appropriate resources and adapts work where necessary (Reception)</b></li> </ul>

- *Selects tools and techniques needed to shape, assemble and join materials they are using (Reception)*

## PE

### Gym

- Copies and explores basic movements with some control and coordination.
  - Can perform different body shapes
    - Performs at different levels
    - Can perform 2 footed jump
    - Can use equipment safely
    - Balances with some control
  - Can link 2-3 simple movements

### Music:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- ***Begins to build a repertoire of songs and dances. (Reception)***
- ***Explores the different sounds of instruments. (Reception)***



### Science:

#### ***Working Scientifically:***

Years 1 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ☐

- Ask simple questions and recognise that they can be answered in different ways ☐
- Observe closely, using simple equipment ☐
- Perform simple tests ☐
- Identify and classify ☐
- Use their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answer questions.

#### ***Living things and their habitats:***

- observe changes across the four seasons
- identify what to observe
- use descriptive words, photos and pictures to record changes
- collect evidence of changes (e.g. leaves, seeds, flowers)
- name the four seasons
- recall simple changes associated with each season
- observe and name types of weather (e.g. rain, sun, wind, clouds)
- observe and describe weather associated with the seasons and how day length varies
- identify what to measure about the weather
- use prepared tables and charts to record data
- use secondary data to describe weather in another setting

- explain why animals are easier to spot at different times of year (e.g. migrating birds, hibernating animals)

***Working Scientifically: (Reception)***

***Children in Reception class develop their scientific knowledge through lessons based on Understanding the World.***

***The world covers aspects of the previous areas of 'Exploration and investigation' and 'Place.' It helps children know about similarities and differences in the world around them. They learn to make observations of animals and plants, to explain why some things occur and to talk about how and why things change. It includes opportunities for experimentation.***

***Animals, including humans: (Reception)***

- ***identify something as an animal***
- ***name some places animals live***
- ***identify and locate parts of their body***
- ***identify and locate parts of animals bodies***
- ***use their observations to describe humans and other animals***
- ***name a very limited range of food***
- ***can identify types of exercise***
- ***name baby, child, adult and the young of some other animals***