



Merton Bank Autumn 1 Plan - Year 1



Subject	National Curriculum	
	National Curriculum	Activities
Geography	<p><u>What's the geography of where I live like?</u></p> <ul style="list-style-type: none"> Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments; Use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of the immediate vicinity of their school; Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe; Using a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school; Understand that the many different uses of land observed in the local area can be grouped into a small number of categories; Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area; 	<p>Identify and describe human and physical geography. Using google earth to identify and describe local geographical features.</p>
History	<p>History is not taught this half term.</p>	
Computing	<p><u>Programming</u></p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<p>Creating simple algorithms. Writing and inputting simple instructions to Beebots. Debugging any problems with a set of instructions.</p>
Art	<p>Art is not taught this half term.</p>	

DT	<p>Project – A bridge or building for where I live</p> <ul style="list-style-type: none"> • Talk about what their product will be used for. • Draw simple designs and plans. • Begin to add labels / simple words and phrases to design drawings • Talks about what they are going to do next when making products. • Works towards a given design criteria. • Can select from a range of materials. • Begins to make their own cuts in materials. • Talk about the positives and negatives of existing products' features. • Talk about their own ideas and products against their plans, what worked and what did not. • Explores how to make structures stronger. 	<p><i>Planning, building and evaluating. Cutting and sticking. Testing the strength of their designs.</i></p>
Science	<p>Everyday Materials</p> <ul style="list-style-type: none"> • Can distinguish between an object and the material from which it is made. • Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Can describe the simple physical properties of a variety of everyday materials. • Can compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p><i>Identifying and classifying materials. Collecting different materials and investigating their properties.</i></p>
Music	<p>Hey You! How pulse, rhythm and pitch work together.</p>	<p><i>Learning about pulse, rhythm and beat. Learning song lyrics.</i></p>
PE	<p>Fitness</p> <ul style="list-style-type: none"> • I can change direction when running. • I can recognise changes in my body when I do exercise. • I can run at different speeds. • I can show hopping and jumping movements. • I show co-ordination when trying hula hoop skills. • I try my hardest to keep working over longer periods of time. • I use co-ordination to turn a skipping rope. • I work with others to turn a rope 	<p><i>Working on improving gross motor skills that can then be used in games. Exercises to keep us fit and healthy. Learning about pulse rate and breathing.</i></p>
PSHE	<p>What is the same and different about us?</p> <ul style="list-style-type: none"> • What they like/dislike and are good at • What makes them special and how everyone has different strengths • How their personal features or qualities are unique to them • How they are similar or different to others, and what they have in common • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	<p><i>Circle time discussions about what makes us special and unique. Learning about celebrating differences. Looking at what different families can look like.</i></p>

RE	Why do Christians say that God is a 'Father'? <ul style="list-style-type: none">• Know that Christians refer to God as 'Father'• Talk about why Christians might compare God to a loving parent• Talk about how and why Christians might want to talk to God• Suggest symbolic meanings of rituals and items used in Christian prayer• Talk about the importance of love in families• Talk about the ways in which they are cared for and supported by family members• Reflect on their own role within the family• Discuss who they can talk to when they are happy/sad/worried	<i>Learning about the Christian Faith. Looking at what a church looks like and its symbols.</i>
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