



# Merton Bank Autumn 2 Plan - Year 1



<u>Subject</u>	National Curriculum		Activities
	<b>Geography</b>	Geography is not taught this half term.	
<b>History</b>	<ul style="list-style-type: none"> <li>• Why is the History of my locality important?</li> <li>• Why was England's first canal built in St Helens?</li> <li>• What happened in the Rainhill Trails and why was it amazing?</li> <li>• Why do we remember the achievements of Paul McCartney?</li> <li>• How did the first world war affect the lives of the people that live in my area?</li> </ul>		Learning about the local history. Looking at photographs of our local area and how it has changed over time. Looking at pictures, videos and items from the past, comparing them to their modern equivalent. Looking at the lives of real people and how their lives are different and the same as ours now.
<b>Art</b>	<b>Portrait art</b> <ul style="list-style-type: none"> <li>• Use line to represent objects seen, remembered or imagined</li> <li>• Communicate something about themselves or stories through their drawings.</li> <li>• Communicate mood through their drawings</li> <li>• Confidently choose and use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</li> </ul> <b>Christmas Card Art-Printing</b> <ul style="list-style-type: none"> <li>• To use a range of natural and man made objects to create repeating prints.</li> <li>• To introduce relief printing.</li> <li>• To choose from a range of printing materials to create symmetrical prints.</li> <li>• To develop relief printing and explore impressed printing.</li> </ul>		The children will learn about different pencils, how some make darker lines. Looking at how to draw a face and how we should space our facial features.  We will be making a beautiful Christmas card using a variety of printing techniques.
<b>DT</b>	<ul style="list-style-type: none"> <li>• DT is not taught this half term.</li> </ul>		

<p style="text-align: center;"><b>Computing</b></p>	<p><b>Using technology purposefully</b></p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><b>Word</b></p> <ol style="list-style-type: none"> <li>1. To use the keyboard on my device.</li> <li>2. To know how to use the trackpad to move the cursor and click</li> <li>3. To know how to log in using a username and password</li> <li>4. To know where to save documents</li> <li>5. To know where to find saved documents</li> <li>6. To add information to my work from internet research</li> </ol> <p><b>ADDITIONAL WORD OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• To type into a document</li> <li>• To change the size of text</li> <li>• To change the colour of text</li> <li>• To know how to insert a clipart/image</li> </ul> <p><b>Online safety</b></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> </ul> <p><b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>• I can explain why work I create using technology belongs to me</li> <li>• I can say why it belongs to me (e.g. it is my idea or I designed it)</li> <li>• I can see my work so that others know it belongs to me (e.g. filename, name on content).</li> </ul>	<p>Using the laptops to create a piece of work.</p> <p>Using the laptops to go onto to the internet to access educational games. Going on the internet for research purposes.</p>
<p style="text-align: center;"><b>Science</b></p>	<p><b>Animals</b></p> <p>Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <ul style="list-style-type: none"> <li>• Can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)</li> <li>• Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each one</li> </ul>	<p>We will be comparing and classifying different animals. Looking at what characteristics they need to have to be placed into a specific category.</p> <p>We will be using videos and pictures to deepen our understanding.</p>
<p style="text-align: center;"><b>Music</b></p>	<p><b>Rhythm in the Way We Walk</b></p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p>Listening and appraising different pieces of music.</p> <p>Rhythm and pulse games.</p>
<p style="text-align: center;"><b>PE</b></p>	<p><b>Fundamentals</b></p> <p>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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to 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.</p>	<p><i>Key physical skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Balancing</i></li> <li>• <i>Sprinting</i></li> <li>• <i>Jogging</i></li> <li>• <i>Dodging</i></li> <li>• <i>Jumping</i></li> <li>• <i>Hopping</i></li> <li>• <i>Skipping</i></li> </ul>

<p><b>PSHE</b></p>	<p><b>Who is special to us?</b>  <b>Relationships</b>  <b>Ourselves and others; people who care for us; groups we belong to; families</b>  <b>The children will learn:</b></p> <ul style="list-style-type: none"> <li>• family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p>We will have lots of class discussions. We will look at books that support these ideas and then talk about them after. The children will also complete some independent tasks which will allow them to share their thoughts and feelings also.</p>
<p><b>RE</b></p>	<p><b>Christianity (Jesus)</b>  <b>Why is Jesus special to Christians?</b></p> <ul style="list-style-type: none"> <li>• know a simple version of the nativity story.</li> <li>• Talk about why Christians would say that Jesus is a special baby.</li> <li>• Talk about how different characters in the nativity welcome the baby Jesus</li> <li>• Identify religious aspects of Christmas celebrations</li> <li>• Talk about why Christmas is a special time for Christians</li> <li>• Consider how and why babies might be special – and why they need love and care.</li> <li>• Talk about the importance of looking after those who cannot help themselves</li> <li>• Talk about their own beginnings and how they were welcomed into the family.</li> <li>• Reflect on who has helped them in life so far.</li> </ul>	<p>This unit gives children the opportunity to explore the Christmas nativity story and to gain an understanding of why Jesus is believed to be a special baby. They should begin to think about why Christmas is a special religious time for Christians (as opposed to simply a cultural tradition of exchanging gifts). The focus of Jesus as a 'gift' will introduce children to the concept of the incarnation. They should also consider how, when and why humans might be vulnerable and in need of help. They should particularly focus on the idea that some people might not be able to help themselves and why helping those in need might be an important shared human value.</p>