

## Science

### Seasonal Changes

- Observe changes across the four seasons
- Describe weather associated with the seasons
- Describe how day length varies within the seasons

### Animals including Humans

- Identify, name, draw and label the basic parts of the human body
- Say which part of the body is associated with each sense
- Describe the importance for humans to exercise, eating the right amounts of different food, and hygiene.
- Notice that humans, have offspring which grow into adults

## Geography

### Physical Geography

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles

### Skills and Fieldwork

- Use simple fieldwork and observational skills to study the Geography of the school and its grounds, and the key human/ physical features of its surrounding environment

## Design Technology

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients

## Seahorse Class Autumn Cycle A- Changes

### History

- Know of events beyond living memory that are significant nationally or globally
- Know about the lives of significant individuals in the past who have contributed to national and international achievements, including those from different periods
- Changes within memory

### Computing

- 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 technologies.
- Recognise uses of IT beyond school.
- Covered through KAPOW Units: Year 1: Online Safety (4 Lessons first half term) Year 1: Getting Started (5 lessons second half term)

### Music

- Use voices expressively to sing songs and create chants
- Play untuned instruments musically
- Experiment with and combine sounds using the dimensions of music
- Make and combine sounds musically

## Religious Education

### 1.2- Who do Christians say made the world? (Creation)

- Retell the story of creation from Genesis 1:1–2.3 simply.
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible.
- Say what the story tells Christians about God, Creation and the world.
- Give at least one example of what Christians do to say thank you to God for Creation.
- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.

### 1.10- What does it mean to belong to a faith community?

- Recognise that loving others is important in lots of communities.
- Say simply what Jesus and one other religious leader taught about loving other people.
- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).
- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

## Art and Design

- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between work practices and disciplines, and making links to their own work
- Use a range of materials creatively to design and make products

## Physical Education

- 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
- Participate in team games, developing simple tactics for attacking and defending
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

## PSHE

### Being Me In My World

- Identifying hopes and fears for the year ahead
- Understand the rights and responsibilities of class members
- Know that it is important to listen to other people
- Understand that their own views are valuable
- Know about rewards and consequences and that these stem from choices
- Know that positive choices impact positively on self-learning and the learning of others

### Celebrating Differences

- Know there are stereotypes about boys and girls
- Know it is good to be yourself
- Know that sometimes people get bullied because of difference
- Know the difference between right and wrong and the role that choice has to play in this
- Know that friends can be different and still be friends
- Know where to get help if being bullied