



All About Me

Year 1 - Robins

"All About Me" Autumn 1st



In this topic, children will celebrate how amazing they are and begin to look at their own history. They will develop an understanding of different families and friendships whilst recognising personal areas of character strengths. They will learn about the human body and how we use our senses. In Art, children will be create spirals based on the work from Molly Haslund and in music they will be focusing on keeping a pulse with different parts of the body.

Hook:

To play 'Guess who' from our baby pictures.

Outcome:

To celebrate and explain differences and similarities between ourselves and others. To say what makes us special.

What's being covered?

English	Children will have a RWI session daily in addition to building writing and fluency. This half term, the children will be practicing descriptive writing about characters and settings using language that helps create a picture in the readers mind. We will also be looking at autobiographies, specifically looking at using lists, labels and capitations as part of our non-fiction writing.	
Maths 	The children will be developing their knowledge of number and place value. Children will start by learning to count using one-to-one correspondence, they will learn to recognise numbers presented in a variety of different ways e.g. numeral, word, Numicon, cubes, bead strings and dominoes. Children will continue to learn correct number formation.	
Subject	Topic	Skills
Science 	Everyday Materials	- Name objects and identify the materials they are made from. - Recognise that objects are made from materials that suit their purpose. - Recall that a property is how a material can be described. - When working scientifically, pupils who are secure will be able to: - Sort objects based on the materials they are made from. - Group objects based on their properties. - Suggest ways to test materials for their properties. - Make predictions and recognise whether they were accurate. - Use their observations to answer questions. - Begin to recognise if a test is fair.
History 	All About Me	- To create a personal timeline, developing an understanding of personal chronology. - To investigate personal history by recalling on memories from their past. - To explore how we remember events - To learn what was childhood was like for their parents - To compare childhood now with childhood in the past. - To identify that some things change and some things stay the same. - To find out what the children have learnt
Art 	Spirals	- To make drawings using your body - To develop drawings - To introduce sketchbooks and personalise - To use observational drawing - To use experimental mark-making - To share, reflect and discuss

Music 	Hey You!	• To demonstrate an understanding of pulse using parts of the body. • To keep a pulse and show a sound pattern using bodies and voices. • To explore using a thinking voice to show the pulse. • To play short rhythms in time with the pulse. • To demonstrate an understanding of pulse through performance. • To explore and change dynamics using the voice.
Computing 	Computing systems and networks – technology around us	• To log in to a computer and access a website • To develop mouse skills • To use mouse skills to draw and edit shapes. • To create a self-portrait using digital techniques. • To recognise what the internet is and how to use it safely.
PHSE 	My Healthy Self	• Name the six basic emotions and recognise them using face and body clues. • Explain that people can feel different emotions in the same situation and give simple reasons why. • Describe emotions as comfortable or uncomfortable. • Describe how feelings can change and vary in strength, for example, 'a little bit' or 'a lot.' • Identify what makes them feel calm, relaxed or excited. • Explain why rest and enjoyable activities are important for wellbeing. • Identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better. • Say how they feel and identify trusted adults who can help when feelings feel difficult.
RE 	What do my senses tell me about the world of religion and belief?	• To give my opinion based on my senses • To ask questions • To identify and label • To give reasons • To express a welcome using senses
PE (indoor) 	Yoga	• To explore yoga and mindfulness • To be able to copy and remember poses • To develop flexibility whilst holding poses • To develop balance whilst holding poses • To create yoga poses using a hoop • To create a yoga flow with a partner