

Details With Same Value Exist



JOHN HELLINS PRIMARY SCHOOL

Being the best we can be

Year Group

Year 1



Term

Autumn



Project Title/Theme

All About Me



Subject

Select Subject



Notes

Super starter: To explore the text " Only One You" and design different styles of marine life using different materials. Texts: Only One You, All About Families, Five Minutes Peace, Were going on a Leaf Hunt, Winter Sleep, The Snowman. Classroom Environment: Reading corner, construction, small world, Maths area, craft area and an independent writing area. Visits and visitors: Enthralling Ending: Trip to the theatre.

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Autumn	All About Me	Art	<p>To know the primary colours (red, blue, yellow) and how to mix secondary colours (purple, orange, green)</p> <p>To know that colour is an element of art</p> <p>To know that there are different tones of colours and know how to group them (light, dark) (warm, cold, shiny, smooth)</p> <p>To know the anatomy/proportions of the body. To know how to draw a people and objects with greater detail</p> <p>To know that proportion is a principle of art</p> <p>To know that sketching pencils make different marks (HB - best for initial sketch, 2H – technical drawing (more precise), 2B – created light and dark tones)</p>	<p>To be able to name the primary colours</p> <p>To be able to name the colours that make the secondary colours (Red and yellow – orange, yellow and blue – green, red and blue – purple)</p> <p>To be able to mix specific colours to use in their artwork</p> <p>To explore different paintbrush marks</p> <p>To be able to use specific tones when colouring/painting</p> <p>To be able to choose a particular colour/tone when creating artwork in different seasons (cold and warm colours)</p> <p>To be able to make colours lighter (using white) or darker (using black)</p> <p>To be able to draw people and objects with greater detail (head, body, arms, legs, hair, facial features, feet, fingers)</p> <p>To be able to create a self-portrait, looking at the proportions of their face and placement of features (eyes, nose, mouth, ears)</p> <p>To be able to create thick and thin lines using the different types of sketching pencil</p>	<p>Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, card, equipment, glue, masking tape, newspaper, paper, safely, scissors, Sellotape, stencil, tools, control, crayon, draw, felt tip, line, pen, pencil, wax crayon, colour mixing, consistency, darkening, lightening, easel, paint paintbrush, painting palette, sponge, cardboard, impress, pattern, print, printing, printmaker, repeated pattern, rubbing, sponge, string, surfaces, 3D, attach, clay, dough, junk modelling, join, mould, quill. Sculpt, sculptures, collage, cut, join, overlap, scrunch, tear, catalogue</p>

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					<p>To be able to create light and dark tones using sketching pencils</p> <p>To be able to choose the correct sketching pencil for their artwork</p> <p>To be able to use different drawing materials for effect (pastels, oil pastels, paint, chalks, pencil)</p>	
Year 1	Autumn	All About Me	Computing	<p>To know what a code is.</p> <p>To know how to debug a code or program (problem solve).</p> <p>To know how to turn on and use a piece of technology, e.g. laptop or iPad.</p> <p>To know how to use technology safely and respectfully.</p>	<p>To be able to demonstrate what a code is through speech or action.</p> <p>To be able to problem solve when using coding or programming.</p> <p>To be able to turn on and turn off a laptop, iPad or tablet.</p> <p>To be able to use technology safely and respectfully at all times.</p>	Code, instruction, problem solving, debug, debugging, respect, safe, safety.

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Year 1	Autumn	All About Me	DT and Cooking and Nutrition	<p>To know the basic principles of a healthy diet to prepare dishes.</p> <p>To know that models/structures are designed before they are built</p> <p>To know that architects design buildings/structures</p>	<p>To be able to follow procedures for safety and hygiene</p> <p>To be able to use appropriate tools to prepare fruit and veg</p> <p>To be able to name the 5 main food groups to make informed choices of a healthy diet</p> <p>To be able to describe what they want to do using pictures and words, labelling and listing materials they will need</p>	Balanced diet, food groups – dairy or dairy alternatives, carbohydrates, oils and spreads, fruit and vegetables, meat and protein.

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Year 1	Autumn	All About Me	Geography	<p>To know the three green recyclable symbols means the packaging can be recycled, including paper, cardboard, hard plastic and glass bottles.</p> <p>To know the black non-recyclable symbol on certain materials, including plastic, cannot be recycled.</p> <p>To know why recycling is important. (Conserves natural resources and reduces waste).</p> <p>To know the abbreviation for the United Kingdom is 'UK'.</p> <p>To know the different types of weather conditions that affect the UK, including rainy, sunny, windy, cloudy, snowy, cold, warm, and sunny intervals, depending on the season. (Spring, Summer, Autumn and Winter).</p>	<p>To be able to categories different packaging materials that can and cannot be recycled.</p> <p>To be able to observe seasonal and daily weather patterns in the United Kingdom.</p>	Physical, human, recycle, recyclable, non-recyclable, plastic, clingfilm, foil, tin, glass bottle, cardboard box, natural, waste, United Kingdom, UK, weather, season.

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Year 1	Autumn	All About Me	History	<p>To understand significant historical events, people and places in their own locality by studying who John Hellins was and when he created the school and link to things like 1969 Moon Landings and the present on a timeline</p> <p>To know the changes within living memory; where appropriate, these should be used to reveal aspects of change in national life such as the invention of the TV, telephone, and motor car.</p> <p>To know when cars and bikes were invented and how and why they have changed over the years</p>	<p>To be able to sequence events in their own life.</p> <p>To be able to sequence artefacts that are from obviously different eras.</p> <p>To be able to match objects with people of different ages.</p> <p>To be able to recognise the difference between past and present in their own life.</p> <p>To be able to recount stories from the past. Be able to tell the difference between fact and fiction. Be able to decide if adults talking about the past is reliable.</p> <p>To be able to find answers to simple questions about the past from various sources such as artefacts.</p>	<p>Memory, life, year, baby, adult, life span, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, 1960s, toys, materials, wood, plastic, simple mechanical inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact</p>
Year 1	Autumn	All About Me	Music	<p>To know that songs and chants have a rhythm.</p> <p>To know how to use voices expressively, e.g. loud or soft, high or low.</p> <p>To know a song off by heart.</p>	<p>To be able to identify some rhyming words in a song or chant.</p> <p>To be able to use voices appropriately with different dynamics.</p> <p>To be able to sing a song off by heart in a group or whole class.</p>	<p>Rhyme, rhythm, song, chant, beat, pace (tempo), voice, dynamics (loud, soft).</p>

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Year 1	Autumn	All About Me	RE	<p>To understand who Christians are and what they believe (EYFS God, extend to Jesus and disciples)</p> <p>To understand the main Christian festivals (EYFS Christmas and Easter, extend to Harvest)</p> <p>To understand what makes Christians feel special</p> <p>To understand who the Hindu gods are</p> <p>To understand what the Hindu Holy book is called (EYFS know Rama and Sita story will be in a book)</p> <p>To understand the Hindu special place of worship - Mandir and its layout</p> <p>To know the story of Lakshmi and its importance to Hindus - English Link</p> <p>To know what a diva lamp is, and their importance - DT Link (EYFS They know the festival of light, retell the story before explaining the significance of the divas)</p>	<p>To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions</p> <p>To be able to use religious keywords and facts to describe the important events in the lives of religious founders</p> <p>To be able to use religious keywords to describe what the important symbols of each religion are</p> <p>To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture</p> <p>To be able to describe what religious people do to show that they are committed to God</p> <p>To be able to retell a religious story</p> <p>To be able to recall and name different beliefs and practises about festivals and ways of life</p> <p>To be able to describe some reasons why people belong to a particular religion.</p> <p>To be able to describe the different ways that</p>	<p>Easter, Christmas, Pentecost, church, altar, bible, disciples, Advent, Baptism, Bible, Christ, Christmas, Creation, Disciple, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship</p> <p>Braham, Krishna, Lakshmi, Ganesh, Mandir, Puja, Arti, Aum/Om, Diwali, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship</p>

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					<p>religious people celebrate and practise their way of life and express their belief in God.</p> <p>To be able to compare one aspect of their own experiences in life so far with those of others</p> <p>To be able to describe what their influences in life are and compare and contrast these with the influences that other people have in their lives</p> <p>To be able to recognise religious symbols</p> <p>To be able to ask questions about faith communities in their school</p> <p>To be able to ask questions about puzzling aspects of life.</p> <p>To be able to compare your answers with the answers that a religious person would give.</p> <p>To be able to ask questions about matters of right and wrong and suggest</p> <p>To be able to answers that show understanding of moral and religious issues</p> <p>To be able to identify what special things</p>	

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					happen to them and others To be able to identify what is special to them	