



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

At John Hellins Primary School, we learn through a range of stimulating projects. In Newton Class this term, our topic will be 'All About Me'. The classroom environment is special and unique: each child's photo is proudly hung in frames from the ceiling, and activities are created to build children's problem-solving skills and teamwork. We foster independent learning by providing activities, rich in resources, making sure they are linked to our topic and the National Curriculum. These activities include: • Role play section, where children will get to dress up as different jobs. • Maths area – Updated regularly to provide continuous and in-depth knowledge of counting and problem solving. • Craft and design. • Small world – An area to re-tell and create stories. • Reading corner – With a range of challenging and enjoyable texts. • Construction – Opportunities to build and design. • Writing station – This will always link to the topic and provide the children with the opportunity to write for pleasure. These areas of learning will be enhanced regularly to challenge, engage and motivate the children. Where possible, we will continue to use the outdoor provision to help develop the children's creativity, problem-solving, independence and confidence. As a class, we will be learning about what can and cannot be recycled, how to use technology safely and respectfully, and identify different types of weather patterns that affect the UK. We teach English through our project, with many opportunities for the children to write, developing their sentence formation, punctuation, spelling and handwriting. Our first text features 'Only One You', where we will be writing sentences about why we are all special and unique. Following that, we will be reading 'All About Families'. We will be learning about family life and how families can be different in their own special ways. Mathematics is also linked to our project where possible and covers the curriculum for Year 1. We teach Maths in practical and exciting ways to deepen the children's understanding. This term, we will be covering place value, addition and subtraction, and shape. Please see the newsletter and planning below for more information.

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Autumn	All About Me	Art	To know the primary colours (red, blue, yellow) and how to mix secondary colours (purple, orange, green) (colour) To know that colour is an element of art (Colour) To know that there are different tones of colours and know how to group them (light, dark) (warm, cold, shiny, smooth) (colour) To know the anatomy/proportions of the body. To know that proportion is a principle of art (drawing) To know that sketching pencils make different marks -HB (best for initial sketch), 2H (more precise), 2B (creates light and dark tones) (drawing) To know how to draw people and objects with greater detail (Drawing)	To be able to name the primary colours To be able to name the colours that make the secondary colours (Red and yellow – orange, yellow and blue – green, red and blue – purple To be able to mix specific colours to use in their artwork To explore different paint brush marks To be able to use specific tones when colouring/painting To be able to choose a particular colour/tone when creating artwork in different seasons (cold and warm colours) To be able to make colours lighter (using white) or darker (using black) To be able to draw people and objects with greater detail (head, body, arms, legs, hair, facial features, feet, fingers) To be able to create a self-portrait, looking at the proportions of their face and placement of features (eyes, nose, mouth, ears) To be able to create thick and thin lines using the different types of sketching pencil	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, paper, safely, control, crayon, draw, felt tip, line, pen, pencil, wax crayon, colour mixing, consistency, darkening, lightening, easel, paint paintbrush, painting palette, tone, proportion, colour, principle of art, sketching, light, dark, hard, soft, primary colour, secondary colour

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

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Year 1	Autumn	All About Me	DT and Cooking and Nutrition	To know the basic principles of a healthy diet to prepare dishes (nutrition) To know that models/structures are designed before they are built (Designing) To know that architects design buildings/structures (designing)	To be able to follow procedures for safety and hygiene To be able to use appropriate tools to prepare fruit and veg To be able to name the 5 main food groups to make informed choices of a healthy diet To be able to describe what they want to do using pictures and words, labelling and listing materials they will need	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	To know the three green recyclable symbols means the packaging can be recycled, including paper, cardboard, hard plastic and glass bottles. To know the black non-recyclable symbol on certain materials, including plastic, cannot be recycled. To know why recycling is important. (Conserves natural resources and reduces waste). To know the abbreviation for the United Kingdom is 'UK'. 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).	To be able to categories different packaging materials that can and cannot be recycled. To be able to observe seasonal and daily weather patterns in the United Kingdom.	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	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 (Monarchy and sig figures) 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. To know when cars and bikes were invented and how and why they have changed over the years	To be able to sequence events in their own life. To be able to sequence artefacts that are from obviously different eras. To be able to match objects with people of different ages. To be able to recognise the difference between past and present in their own life. 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. To be able to find answers to simple questions about the past from various sources such as artefacts.	Memory, life, life span, decade, century, ancient, modern, long ago, timeline, date order, similar, different, living memory, materials, wood, plastic, artefact, village, local, astronomer, teacher, Royal Society, founded, tricycle, Ford Model T, technology, design
Year 1	Autumn	All About Me	Music	To know that songs and chants have a rhythm. To know how to use voices expressively, e.g. loud or soft, high or low. To know a song off by heart.	To be able to identify some rhyming words in a song or chant. To be able to use voices appropriately with different dynamics. To be able to sing a song off by heart in a group or whole class.	Rhyme, rhythm, song, chant, beat, pace (tempo), voice, dynamics (loud, soft).

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Year 1	Autumn	All About Me	PE	To know how to move safely around a space. (Fundamental Movement Skills) To know how to jump for height. To know how to jump for distance. To know a variety of different movement types. To know how to change speed and direction when travelling. (Gymnastics) To know a variety of different stretches. To know a variety of different jumps. To know a variety of different balances. To know what a gymnastic movement sequence is. To know the key rules of using gymnastics equipment. To know the importance of increasing fitness. (Functional Movement Activities) To know how to repeat and mirror a dance move. (Dance) To know how to create a short dance sequence. To know how to vary speeds in a dance. To know what improvisation is.	To be able to move with confidence around a space. To be able to jump for height. To be able to jump for distance. To be able to demonstrate a range of movement types. To be able to travel in different ways while varying speeds and directions. To be able to perform a range of stretches. To be able to perform a range of jumps. To be able to show a variety of basic balance. To be able to create a short movement sequence. To be able to use gymnastics equipment safely. To be able to participate in a game to increase cardiovascular fitness. To be able to participate in a game to increase muscular endurance. To be able to copy and repeat dance movements. To be able to put	Walk, run, jog, crawl, roll, jump, height, distance, safely Stretch, jump, balance, sequence, beam, frame, table Fitness, muscles, heart, endurance Movement, repeat, copy, sequence, routine action, speed, improvise

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					together a short sequence of dance movements to create a basic routine. To be able to change speed of a dance action. To be able to improvise to create a simple dance.	

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Year 1	Autumn	All About Me	RE	1.3 Part 1: To understand the diversity within Judaism, and what Jews believe in and how may they live. 1.4 To know how we care for the world.	To be able to explain what Jews believe about G-d. To be able to describe what Shabbat is. To be able to explain what happens during Shabbat. To be able to detail what happens when Shabbat ends. To be able to explain what I find in a Jewish home. To be able to recall what Jews wear and why. To be able to explain why our world special. To be able to describe where might our world have come from. To be able to detail why humans should care about nature. To be able to recall how different people show care to the world. To be able to describe what community means to their own lives.	Blessing, Creation, Challah, Judaism, Jewish, Kiddush cup, Kippah, Kosher, Havdalah, Mezuzah, Peace, Prayer, Rest, Scroll, Shabbat. Shema, Spice Box, Synagogue, Tallit Awe, wonder, caretaker, stewardship, creation. Big Bang, science, Tikkun, Olam (repair the world), responsibility, respect, pollution

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Year 1	Autumn	All About Me	Science	To know the names of a variety of common animals including fish, amphibians, reptiles, birds and mammals. To know and name a variety of common animals that are carnivores (including: lion, tiger, crocodile and polar bear) herbivores (including cows, rabbits, sheep and giraffes) Omnivores (Including humans, dogs, cats, bears and pigs). To know the names of the basic parts of the human body and the senses related to each part of the body including: eyes (Sight), ears (Hear), mouth (Taste), nose (Smell), hands (Touch) fingers, arms, legs, neck, back, stomach and toes. To understand how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	To be able to compare and describe omnivores, carnivores and herbivores using a Venn diagram. To be able to draw and label parts of the human body, using a human body outline. To be able to sort and compare animals through the use of photographs and pictures, based on their structure and characteristics, giving an explanation of these.	fish, amphibians, reptiles, birds, mammals, carnivore, herbivore, omnivore, human, body, senses, structure, fish, amphibians, reptiles, birds, mammals, pet.

