



## Autumn Medium Term Plan – Year 1

### School Driver Focus

**Autumn 1 – Self-Manager**

**Autumn 2 – Team Worker**

	Strand	National curriculum	Expectations/Skills	Vocabulary	Knowledge
<b>Science</b>	Working scientifically	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>	Questions, answers, equipment, gather, measure, record, results, sort, group, test, explore, observe, compare, describe, similar/ities, different/ces, beaker, pipette, syringe.	<p>Know that you need to ask questions to be scientists.</p> <p>Know how to perform simple tests.</p>
	Animals	<ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p>Name, draw and label the basic parts of the body.</p> <p>Link the senses to the appropriate body part.</p> <p>Use their senses to compare different textures, sounds, tastes, smells, sight.</p>	Names of: wild plants, garden plants, flowering plants, trees, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem bark, stalk, vegetable.	Know the names of the five senses and the body part associated
	Seasonal Change	<ul style="list-style-type: none"> <li>• observe changes across the 4 seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p>Observe and comment on changes in the seasons.</p> <p>Name the seasons and suggest the type of weather in each season.</p> <p>Comment on how day length varies within each season.</p>	Season, Spring, Summer, Autumn, Winter, weather, hot, warm, cool, cold, sunny, cloudy, windy, rainy, snowing, hailing, sleet, frost, fog, mist, icy, rainbow, thunder, lightning, storm, light, dark, day, night.	<p>Know Spring, Summer, Autumn and Winter and the type of weather.</p> <p>Know how the length of day varies.</p>



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<b>Computing</b>	E Safety	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies recognise common uses of information technology beyond school	<ul style="list-style-type: none"> <li>• To begin to use technology safely and respectfully.</li> <li>• To discuss and help Digi- duck follow Safety rules</li> </ul>	Choices, internet, equipment, buttons, movement, screen, mouse, images keyboard paint, technology, share, create, internet, collect, photos, organise, count,	Know the safety rules with Digi-Duck
	Information technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> <li>• To use a trackpad on a laptop</li> <li>• To begin to use a trackpad and clicking skills to create an image on paint.</li> <li>• To use a simple paint/drawing app to create an image.</li> <li>• To begin to learn how to switch a laptop on and off safely.</li> <li>• To begin to use different colours on a paint app to fill a picture.</li> </ul>	Rules Online Private information Email Instructions Buttons Robots Patterns Program Photographs Video Sound Data Pictogram Digitally Purpose Online tools Communicate	Know how to use an ipad to take photos. Know how to use a simple paint program to create a picture



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				Videos Camera stills Sounds Image bank Word bank Space bar	
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	Strand	National curriculum	Expectations/Skills	Vocabulary	Knowledge
<b>Geography</b>	Locational Knowledge	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> <li>To name and locate some places in their locality, the UK and wider world.</li> </ul>	Key Physical Geography vocabulary: forest, hill, mountain, sea, ocean, river, soil, season, weather.  Key Human Geography vocabulary: city, capital city, town, village, factory, farm, house, office, shop, Manchester  Use locational and directional language [e.g near, far, left, right]	Know the 4 countries of the UK. Know the capital cities in UK. Know where Rochdale is on a map of the UK.
	Place knowledge	Understand geographical similarities and differences through studying the human	<ul style="list-style-type: none"> <li>To compare the UK with a contrasting country in the world;</li> </ul>	Key Physical Geography vocabulary: forest, hill, mountain, sea,	Know the physical geography of Rochdale compared to a town in Australia



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	and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		ocean, river, soil, season, weather.	
Human and physical feature	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<ul style="list-style-type: none"> <li>• To know where they live. Point to area on a simple map of the UK.</li> <li>• To know where their nearest city is.</li> <li>• To identify seasonal and daily weather patterns in UK.</li> </ul>	Key Human Geography vocabulary: city, capital city, town, village, factory, farm, house, office, shop, Manchester	Know where on a globe are the Poles and the equator. Know where Manchester is on a map
Geographical skills and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	<ul style="list-style-type: none"> <li>• To teach led enquiries, to ask and respond to simple closed questions.</li> <li>• To use information books/pictures as sources of information.</li> <li>• To investigate their surroundings</li> <li>• To make observations about where things are e.g. within school or local area.</li> <li>• To study the school grounds, noticing human and physical</li> </ul>	Use locational and directional language [e.g near, far, left, right]	Know what a map is. Know how to find places on a simple map Know what an aerial view is.



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		<p>Geography – key stages 1 and 2 3.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>features (e.g. bench and slope/hill)</p> <ul style="list-style-type: none"> <li>• To notice key human and physical features in the surrounding local environment.</li> <li>• To use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> <li>• To learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</li> <li>• To use picture maps and globes</li> </ul>		
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	Strand	National curriculum	Expectations/Skills	Vocabulary	Knowledge
<b>History</b>	Chronological understanding	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p>	<ul style="list-style-type: none"> <li>• To sequence events in their life.</li> <li>• To develop a simple awareness of the past.</li> </ul>	<p>Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important Today, Now, Hours, Tomorrow, Yesterday, Then,</p>	<p>Know who Neil Amstrong is and what he is famous for. Know what Neil Amstrong said when he stepped on the moon. Know that Gracie Fields was an actress, singer and comedian. Know that Gracie was born in Rochdale.</p>



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			After, Before, Weeks, The present, Year, Decade, Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important Today, Now, Hours, Tomorrow, Yesterday, Then,	Know that Gracie Fields sang to the troops in WW2. Know there is a statue of her in Rochdale.
Range and depth of historical knowledge	Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> <li>• To recognise the difference between past and present in their own life and the lives of others.</li> <li>• To know and recount episodes from stories about the past, knowing and understanding key events</li> </ul>		
Historical enquiry	Children should ask and answer questions, using other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> <li>• To find answers to simple questions about the past from sources of information e.g. artefacts.</li> <li>• To ask and answer simple Historical questions.</li> </ul>		
Organising and presenting	Pupils should use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> <li>• To communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.</li> <li>• To use simple terms to talk about the passing of time.</li> </ul>		



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	Strand	National curriculum	Expectations/Skills	Vocabulary	Knowledge
<b>Art and Design</b>	Drawing	KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk <ul style="list-style-type: none"> <li>• To begin to control the types of marks made with the range of media.</li> <li>• To draw on different surfaces with a range of media.</li> <li>• To develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> </ul>	adhesive Carve Chalk Crayon Colours crumple dark dough environment fabric Felt tips fold Impressed print knead light man made natural overlap pattern Pencil Poster paint plasticine Primary colours Relief print Repeating rollers Secondary colours Shape	Know how to use a variety of medium for drawing
	Sculpture	KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.	<ul style="list-style-type: none"> <li>• To experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</li> <li>• To shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</li> </ul>		
	Art through technology		<ul style="list-style-type: none"> <li>• To take a self-portrait or a photograph.</li> <li>• To use a simple computer paint program to create a picture</li> </ul>		Know how to take a photograph with an ipad.



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	Responding to art	KS1 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.	<ul style="list-style-type: none"> <li>To look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</li> <li>To explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	Tools Tone Rubbings Roll weave	Know the style of Picasso and the style of Van Gogh for portraits.
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectations/Skills</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>PE</b>	Dance	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. Pupils should be taught to:	Health and fitness <ul style="list-style-type: none"> <li>To describe how the body feels before, during and after exercise.</li> <li>To carry and place equipment safely.</li> </ul> Dance Skills <ul style="list-style-type: none"> <li>To copy and repeat actions.</li> <li>To put a sequence of actions together to create a motif.</li> <li>To vary the speed of their actions.</li> <li>To use simple choreographic devices such as unison, canon and mirroring.</li> </ul>	Beat Gesture Perform Rap	Know what their body should feel like after exercise Hot, out of breath, tired Know how to carry benches and mats safely. Know how to carry small equipment safely. Know hoe to copy and repeat actions. Know how to put a sequence of actions together to create a motif. Know how to vary the speed of their actions.





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	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;</li> <li>• perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to improvise independently to create a simple dance</li> </ul> <p>Compete/Perform</p> <ul style="list-style-type: none"> <li>• To perform using a range of actions and body parts with some coordination.</li> <li>• To begin to perform learnt skills with some control.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• To watch and describe performances.</li> <li>• To begin to say how they could improve</li> </ul>		<p>Know how to use simple choreographic devices such as unison, canon and mirroring</p>
Gymnastics	<p>The main KS1 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> </ul>	<p>Health and Fitness</p> <ul style="list-style-type: none"> <li>• To describe how the body feels before, during and after exercise.</li> </ul> <p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> <li>• To create and perform a movement sequence.</li> <li>• To copy actions and movement sequences with a beginning, middle and end.</li> <li>• To link two actions to make a sequence.</li> <li>• To recognise and copy contrasting actions (small/tall, narrow/wide).</li> </ul>	<p>Along Direction Level Link Onto and Off Over Pike Posture Rolling: egg, log Forward, teddy bear rolls. Sequence Straddle Straight Tension Travel Tuck</p>	<p>Know how to travel in different ways, changing direction and speed.</p> <p>Know how to hold still shapes and simple balances.</p> <p>Know how to carry out simple stretches.</p> <p>Jumps</p> <p>Know how to complete straight jump</p> <p>Know how to complete tuck jump</p> <p>Know how to complete jumping jack</p> <p>Know how to complete half turn</p>



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			<ul style="list-style-type: none"> <li>• To travel in different ways, changing direction and speed.</li> <li>• To hold still shapes and simple balances.</li> <li>• To carry out simple stretches.</li> <li>• To carry out a range of simple jumps, landing safely.</li> <li>• • To begin to move with control and care</li> </ul> <p>Jumps</p> <ul style="list-style-type: none"> <li>• To complete straight jump</li> <li>• To complete tuck jump</li> <li>• To complete jumping jack</li> <li>• To complete half turn</li> <li>• To complete Cat spring</li> </ul> <p>Compete/Perform</p> <ul style="list-style-type: none"> <li>• To perform using a range of actions and body parts with some coordination.</li> <li>• To begin to perform learnt skills with some control.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• To watch and describe performances.</li> <li>• To begin to say how they could improve</li> </ul>		<p>Know how to complete Cat spring</p>
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	Strand	National curriculum	Expectations/Skills	Vocabulary	Knowledge
<b>Music</b>	Singing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes;	<ul style="list-style-type: none"> <li>• To sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</li> <li>• To begin with simple songs with a very small range, mi-so and then slightly wider.</li> <li>• To sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.</li> </ul>	Body, percussion, ostinato, pizzicato, duration, free/arrhythmic, [no beat], drone, graphic, score, Melodic, phrase, notation, [dot/graphic], score, beater, claves, guiro, cabasa, woodblock, structure, timbre [sound quality], tuned percussion, untuned percussion, volume [dynamics],	
	Listening	Listen with concentration and understanding to a range of high-quality live and recorded music;	<ul style="list-style-type: none"> <li>• To develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> <li>• To listen to recorded performances and opportunities to experience live music making in and out of school.</li> </ul>	interlude, claves, maracas, chime bars, sustained [sounds], loud soft short [sounds], instrument voice	
	Composting	Experiment with, create, select and combine sounds using the	<ul style="list-style-type: none"> <li>• To improvise simple vocal chants, using question and answer phrases.</li> </ul>		



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		inter-related dimensions of music.	<ul style="list-style-type: none"> <li>• To create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.</li> <li>• To understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• To invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>• To use music technology, if available, to capture, change and combine sounds.</li> <li>• To recognise how graphic notation can represent created sounds. Explore and invent own symbols.</li> </ul>		
Musicianship pulse/beat		Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> <li>• To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• To use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks,</li> </ul>		



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			<p>etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <ul style="list-style-type: none"> <li>• To respond to the pulse in recorded/live music through movement and dance.</li> </ul>		
	Musicianship pitch	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> <li>• To listen to sounds in the local school environment, comparing high and low sounds.</li> <li>• To sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>• To explore percussion sounds to enhance storytelling</li> <li>• To follow pictures and symbols to guide singing and playing.</li> </ul>		
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectations/Skills</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>Design</b>	Design	Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing,	<ul style="list-style-type: none"> <li>• To have own ideas</li> <li>• To explain what I want to do</li> <li>• To explain what my product is for, and how it will work</li> <li>• To use pictures and words to plan, begin to use models</li> </ul>	Fruit and Vegetable names, names of equipment and utensils, sensory vocabulary e.g soft juicy, crunchy sweet sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling,	Know how to make a lever Know how to make a slider Know how to use natural objects to make a picture. Know how to chop food Know how to grate food



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	<p>templates, mock-ups and, where appropriate, information and communication technology</p>	<ul style="list-style-type: none"> <li>• To design a product for myself following design criteria</li> <li>• To research similar existing products</li> </ul>	<p>cutting, squeezing, healthy diet, choosing, ingredients.</p> <p>Cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>Joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish.</p>	<p>Know how to cut, fold and join paper and fabric using scissors and glue.</p>
Make	<ul style="list-style-type: none"> <li>• To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• To explain what I'm making and why</li> <li>• To consider what I need to do next</li> <li>• To select tools/equipment to cut, shape, join, finish and explain choices</li> <li>• To measure, mark out, cut and shape, with support</li> <li>• To choose suitable materials and explain choices</li> </ul>	<p>Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards.</p> <p>Planning, investigating, design, evaluate, make, user, purpose, ideas, product</p>	



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			<ul style="list-style-type: none"> <li>• To try to use finishing techniques to make product look good</li> <li>• To work in a safe and hygienic manner</li> </ul>		
	Evaluate	Explore and evaluate a range of existing products & evaluate their ideas and products against design criteria	<ul style="list-style-type: none"> <li>• To talk about my work, linking it to what I was asked to do</li> <li>• To talk about existing products considering: use, materials, how they work, audience, where they might be used</li> <li>• To talk about existing products, and say what is and isn't good</li> <li>• To talk about things that other people have made</li> <li>• To begin to talk about what could make product better</li> </ul>	I think... I think....because..... I like....best.....because... My partner thinks..... I agree because..... I disagree because.....  It is.....and..... The.....is.....and..... They are.....because..... It is a (adjective) / (noun) .....has ... ... have ...	
	Technical Knowledge mechanisms	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<ul style="list-style-type: none"> <li>• To begin to use levers or slides</li> </ul>	I.....because..... When I.....because..... After I..... How ? Why? Where? When? Sometimes incorporating sequence language structures. I.....because... When I.....because... After I.....	



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				How ? Why? Where? When?	
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectations/Skills</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>RE</b>	Who is a Christian and what do they believe? (believing)		<ul style="list-style-type: none"> <li>• Talk about simple ideas about Christian beliefs about God and Jesus.</li> <li>• Retell a story about what Christians think about God - drama, art etc. saying what it means.</li> <li>• Talk about issues of right/wrong, good/bad arising from stories.</li> <li>• Ask some questions about believing in God and offer some ideas of their own.</li> </ul>	Christianity Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, Church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, faith, disciple Islam Muslim, Islam, Allah, Prophet, Mosque, Qur'an, moon and star, paradise, Hajj, sawm	•
	How and why do we celebrate special and sacred times?		<ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas / Easter / Harvest / Pentecost and some ways a festival is celebrated in another religion.</li> <li>• Re-tell stories connected with Christmas / Easter / Harvest / Pentecost and a festival in another religions and say why these are important to believers.</li> </ul>	Hinduism Dharma, Rama, Sita, Hanuman, Holi, Raksha Murtis, Gods and Goddesses, puja, shrine, mandir, Ganesh General religious vocabulary Religion, spiritual, commitment, values, prayer, pilgrim,	•





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			<ul style="list-style-type: none"> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> </ul>	<p>pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectations/Skills</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>PSHE</b>	Health and Wellbeing	<ol style="list-style-type: none"> <li>1. What is meant by a healthy lifestyle?</li> <li>2. How to maintain physical, mental and emotional health and wellbeing.</li> <li>3. How to manage risks to physical and emotional health and wellbeing.</li> <li>4. Ways of keeping physically and emotionally safe.</li> <li>5. about managing change, including puberty, transition and loss.</li> <li>6. How to make informed choices about health and wellbeing and to recognise sources of help with this.</li> </ol>	<p>Internet safety - E-Safety</p> <ul style="list-style-type: none"> <li>• To learn about the importance of using the internet</li> <li>• To know how to keep safe and how and where to get help</li> <li>• To use strategies to stay safe when using ICT and the internet</li> </ul> <p>To know the importance of self-respect and how this links to their own happiness</p> <p>happiness - Smile!</p> <ul style="list-style-type: none"> <li>• To learn about making positive choices and how they can lead to happiness</li> </ul>	<p>rules •difference</p> <ul style="list-style-type: none"> <li>•expectations • community</li> <li>•environment •negative •harassment •self-respect</li> <li>•attitude •authority</li> <li>•responsibility •truthfulness •trustworthiness •kindness •generosity</li> <li>•decision making</li> <li>•collaborative •consideration • positive •feelings • nervous • surprise</li> <li>• fear • recognise • fear • sensitive • others •</li> </ul>	



## Autumn Medium Term Plan – Year 1

### School Driver Focus

#### Autumn 1 – Self-Manager

#### Autumn 2 – Team Worker

		<p>7. How to respond in an emergency.</p> <p>8. To identify different influences on health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• To recognise, name and manage their feelings in a positive way</li> <li>Anger Grrr!</li> <li>• To recognise how their behaviour affects other people</li> <li>• To recognise how their behaviour and that of others may influence people both positively and negatively</li> </ul>	<p>cooperative • listen • opinion • reflect • healthy eating • germs • infections • diseases • improve • health and well-being • positive life changes • benefits • exercise • fair • right • wrong • respect • similarities • differences • real-life choices • improve •</p>	
Relationships	<ol style="list-style-type: none"> <li>1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</li> <li>2. How to recognise and manage emotions within a range of relationships.</li> <li>3. How to recognise risky or negative relationships including all forms of bullying and abuse.</li> <li>4. How to respond to risky or negative relationships and ask for help.</li> <li>5. How to respect equality and diversity in relationships</li> </ol>	<p>Friendship - Forever Friends</p> <ul style="list-style-type: none"> <li>• To learn how to develop positive relationships with peers</li> </ul> <p>To identify different relationships that they have and why these are important</p> <p>Responses - You and Me</p> <ul style="list-style-type: none"> <li>• To recognise and communicate feelings to others</li> </ul> <p>To listen to, reflect on and respect other people's views and feelings</p> <p>Opinions - I think ...</p> <ul style="list-style-type: none"> <li>• To understand that it is important to share their opinions and to be able to explain their views</li> </ul>	<p>impact • bullying • name-calling • responsibilities • by-standers • impulsive • considered • behaviour • peer pressure • positive • negative • secrets • surprises • risks • safety • attitude • behaviour • influence • positive • relationships • reflect • respect • rules • views • opinions • consideration • decisionmaking • independently • collaboratively • responsibility • safety • risk</p>		



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			<p>To learn to listen to other people and play and work co-operatively</p> <p>Friendship - Make Friends</p> <ul style="list-style-type: none"> <li>• To understand the importance of making friends</li> </ul> <p>To identify and respect the differences and similarities between people</p> <ul style="list-style-type: none"> <li>• To develop positive relationships through work and play</li> </ul> <p>Good Manners - How Rude!</p> <ul style="list-style-type: none"> <li>• To know the conventions of courtesy and manners</li> </ul> <p>Feelings - How I feel</p> <ul style="list-style-type: none"> <li>• To recognise and communicate feelings to others</li> </ul>	<ul style="list-style-type: none"> <li>• Green Cross Code</li> <li>• road safety</li> <li>• workplace</li> <li>• money</li> <li>• spending</li> </ul>	
	Living in the wider world	<ol style="list-style-type: none"> <li>1. About respect for self and others and the importance of responsible behaviours and actions.</li> <li>2. About rights and responsibilities as members of families, other groups and ultimately as citizens.</li> <li>3. About different groups and communities.</li> </ol>	<p>Rules Expectations - We Expect</p> <ul style="list-style-type: none"> <li>• To understand the reason why we have rules</li> <li>• To learn about rules as expectations</li> </ul> <p>To understand to agree and follow rules for their group and classroom</p> <p>Rules Expectations - Class charter</p>		



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	<p>4. To respect equality and to be a productive member of a diverse community.</p> <p>5. About the importance of respecting and protecting the environment.</p> <p>6. About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>7. How money plays an important part in people’s lives.</p> <p>8. A basic understanding of enterprise.</p>	<ul style="list-style-type: none"> <li>• To understand the why we have rules / expectations</li> <li>• To learn about how they can contribute to the life of the class</li> </ul> <p>To suggest rules that would improve things for the common good</p> <p>Taking Turns - It’s Your Turn</p> <ul style="list-style-type: none"> <li>• To understand why it is important to be able to take turns</li> <li>• To agree and follow rules for a collaborative game</li> </ul> <p>To take turns and share as appropriate</p>		
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