

## Design and Technology

That products can have a design before they are made.  
How to explore and discuss designs and objects.  
That I can have likes and dislikes when it comes to designs and objects/products.  
How to describe what I like about a certain design or object/product.  
That there are a range of materials that can be used to create an object/product.  
That there are a range of tools that can be used to create an object/product.  
How to say which materials I select from a limited selection.  
How to say which tools I select from a limited selection.  
That I can look at and discuss my current designs saying what I may change.  
That materials can be cut using scissors.  
That there are a range of materials that can be used to build with in design and technology.  
The names of some of the materials that I can use to build with in design and technology.  
That there are a range of tools that can be used to build with in design and technology.  
How to decorate fabric by gluing decorative items to it.  
That fabric can be cut into different shapes.  
That I can use a template to help me cut the fabric to the shape that I want.  
How to cut shapes out of fabric.  
How to use a template to support me when cutting fabric so that I achieve the shape that I want.

## Geography

To name and locate the local towns/cities and talk about places within the towns nearby.  
How to use basic geographical vocabulary when describing a place.  
How to identify and record daily weather patterns.  
How to discuss changes in weather throughout the week.  
How the weather links to the season.  
How to use maps, atlases, globes and digital/computer mapping to locate countries, continents and oceans.  
How to use locational and directional language.  
How to describe the location of features and routes on a map.

## PE- Dance

How to copy and explore basic movements.  
How to copy and explore basic body patterns.  
How to begin to link movements to sounds and music.  
How to remember simple movements.  
How to remember simple dance steps.  
How to respond to a range of stimuli.

### Year: 1

Term: Autumn 2

Topic: Outdoor Adventurers

Special Events:

Walk around the local area



## PSHRE

That people care for me.  
That different people play different roles in my life and that they care for me.  
How families are different and what being a family means.  
How important it is to tell someone and how to tell them if I am worried about something in my family.  
That there are situations when someone's body or feelings might be hurt and whom to go to for help.  
That some things should be kept private, including parts of the body that are private.  
How to identify different types of touch and how they make people feel.  
How to respond if being touched makes them feel uncomfortable or unsafe.  
That it is important to ask for permission to touch others.  
How to ask for and give/not give permission.  
That there is kind and unkind behaviour and what that means in and out school.  
How kind and unkind behaviour can make people feel.  
How to be respectful.  
How to follow class rules, be polite to others, share and take turns

## Computing

The different parts of the computer and what they do.  
That you switch a computer on with the button.  
That when a computer is switched on you need to login.  
That you switch a computer off by choosing "Shut down" in the start menu.  
That a program can be opened by clicking once on a menu.  
That an icon is a picture for a program/shortcut.  
That if you click twice very quickly it is called a double click,  
That a program can be opened by double clicking an icon.  
That if you hold the left mouse buttons and move the mouse you can drag things.  
That photos and recording can store information.  
How to take a photo on a tablet.  
How to record on a tablet.  
That some programs and apps let you change and use photos.  
That a photo can be moved from a camera to a PC.  
How to access a photo in paint, publisher or word.  
That some people on the internet aren't nice.  
That we can protect ourselves using the SMART rules.

## Science

To observe changes across the four seasons.  
To observe and describe weather associated with the seasons and how day length varies.  
To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  
To identify and name a variety of common animals that are carnivores, herbivores and omnivores.  
To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  
To use scientific language and read and spell age-appropriate scientific vocabulary.  
To notice patterns and relationships.

For information on Maths, English, RE and Music - see the separate detailed plans