

## Thematic Planning for Autumn Term

### Me and My World

#### Year 1

#### Additional Requirements Prior to the Unit:

- Letter to home requesting baby photos of each child as a toddler and at different events during their life.
- Teachers and TAs to bring in baby photos of themselves.
- Educational Experience: Walk around the local area (Week 9)

#### Week 1 – Introduction to Unit – Exploring timelines – Teacher supported timeline

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| Focus Subject(s): | History   |
| Skills            | <ul style="list-style-type: none"> <li>• Order events in chronological order (beginning to introduce timeline)</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>• Know what a simple timeline is</li> </ul>  |

#### Teacher Guidance

Lesson Outcome: Children will work in groups to explore timelines using a range of different images and objects – events of the school day, toys, clothes, buildings etc.

Children will work with support to timeline the events of a teacher's life.

#### Lesson exploration

- Vocabulary check – display some words on the WB with supporting visual images – do we know what these words mean? Discuss and clarify. Vocab (delete as appropriate): present, now, today, yesterday, last week, when I was younger, when I was born, before, after, next, last, old, new, young, younger, youngest, old, older, oldest.
- Display on the IWB images that depict the typical events of a child's day. Eg, waking up, having breakfast, walk to school, lunch, home time, bed time e.tc.... how could we put these in order? Order them on the board along a timeline. Use questioning to check understanding. What happens first? What happens after that? What happens before bed time? What happens after we eat breakfast?
- **Carousel activity simple timelines. Use a timer** – children to work in small groups to first generate questions about the objects / images on their tables, then order them from oldest to newest, completing a simple timeline. take photos as evidence for books. It could just be three or four examples on each table.

Table 1 – images / actual toys from past to present.



Table 2 – images of / actual items of clothing from past to present.

Table 3 – images of buildings from past to present.

Table 4 – images of televisions through time.

Table 5 – images of cars through time.

Children to explain why they have chosen their order, what clues they have used etc.

- Explain that the children have created timelines. They have ordered events and objects chronologically. Time order from oldest to newest / past to present.
- Return to carpet circle time / facing the board. Display an image of yourself (class teacher) as a baby. Ask children to generate questions about the image. Reveal a picture of you in the present. Who do we think the baby was?! Reveal more photos of different stages of your life. Work as a class on IWB / circle time on the carpet to observe and discuss images of you at different times in your life. How could we place these images on a timeline?
- Work as a class to timeline the images practically along border paper on the carpet. Model labelling using vocab from the start of the lesson. Take photo for images in book.



## Week 2 – timeline events from their own life

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| Focus Subject(s): | History   |
| Skills            | <ul style="list-style-type: none"> <li>• Use pictures, stories and oral sources to find out about changes in my living memory.</li> <li>• Ask and answer questions about the past</li> <li>• Ask questions such as: What happened? When did it happen? How long ago?</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>• Know and articulate three changes in their living memory.</li> <li>• Know what a simple timeline is.</li> </ul>  |

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| Teacher Guidance  |   |
| Session outcome: Children will create a timeline of the events in their own life. |   |
| Lesson exploration  | <p><b>Big Question Lesson: How have you changed since you were born?</b></p> <ul style="list-style-type: none"> <li>• Sticky Knowledge – vocab recap from previous lesson – cloze activity.</li> <li>• Recap on teacher timeline and life events on the board. Label with historical vocabulary as a class.</li> <li>• Can you remember any events that have happened in your life time? (Baby brothers and sisters being born, teeth falling out, starting school etc. Discuss in TPs.</li> <li>• Show your partner your baby picture. What do you notice? Do you have any questions about it?</li> <li>• Explain children are going to create a timeline of events in their life. What will be at the beginning of their timeline? Model the process. Children use their pictures / could be given 3 / 4 squares of paper to draw events from their living memory to add to their timeline.</li> <li>• Children create their timelines. Give children vocab to annotate / label their timelines with.</li> <li>• Challenge / extension: Give children baby pictures of staff members for them to generate questions about.</li> </ul> |



**Week 3 – Writing opportunity – Comparing what they could do when they were a baby with now**

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| Focus Subject(s): | History   | English |
| Skills            | <ul style="list-style-type: none"> <li>• Use pictures, stories and oral sources to find out about changes in my living memory.</li> <li>• Ask and answer questions about the past</li> <li>• Ask questions such as: What happened? When did it happen? How long ago?</li> <li>• Use historical vocabulary correctly to describe the passing of time</li> <li>• Retell an event</li> </ul> |         |
| Knowledge:        | <ul style="list-style-type: none"> <li>• Know and articulate three changes in their living memory.</li> </ul>   |         |

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| Teacher Guidance   |  |
| Session outcome: Children will write about familiar events in their living memory and discuss how they have changed over time. |  |
| Lesson exploration   | <p><b>Big Question Lesson: Can you explain changes in your life since you were born?</b></p> <ul style="list-style-type: none"> <li>• Baby teacher quiz! (Could be a hunt around the school / kahoot / powerpoint quiz?) show lots of images of staff members as babies. Children to generate questions. Children could try and guess the teacher / match the baby picture to the adult picture etc. How do you think the teachers have changed. What can they do now that they couldn't do then?</li> <li>• Return to class and read 'Titch' by Pat Hutchkins (available on amazon kindle) and discuss the story.</li> <li>• Ask children to revisit their timelines and retell some of the events in their life. What can you remember. How have you changed? What can you do now that you couldn't before?</li> <li>• Children will write simple sentences about events / changes in their living memory. Teacher to decide how this will be recorded in books as appropriate and model on the board (page split in two, baby picture and picture of now? Adding captions to timeline from previous lesson?)</li> </ul> |

**Week 4 and 5 – Art – See Lesley Whelan planning**

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| Focus Subject(s): | Art   |
| Skills            | <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> <li>• To use a combination of material that are cut, torn and glued.</li> <li>• To sort and arrange materials</li> <li>• To describe the work of notable artists, artisans and designers</li> <li>• To use some of the ideas of artists studied to create pieces</li> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Draw lines of different sizes and thickness</li> <li>• Colour neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using colouring pencils</li> <li>• Printing using repeating or overlapping shapes. and objects such as fruit or veg.</li> <li>• Mimic print from the environment</li> <li>• To express their own opinion on others and their own work.</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>• Know what a portrait and self-portrait is.</li> <li>• Name an artist who created portraits.</li> <li>• Know what makes a pattern</li> </ul>  |

**Art Part 1**

Session outcome: Children will create a collage of 'my world'

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| Lesson exploration | <ul style="list-style-type: none"> <li>• Vocabulary check – Display relevant vocabulary on the IWB and discuss any words that are unfamiliar artist, drawing, painting, pencil, colour, direction, portrait, self-portrait, shapes, lines, space/place, page, paper</li> <li>• Show children some examples of collages and discuss how they are created and what they represent.</li> <li>• Discuss with children what is in their world and the things that they like.</li> <li>• Children will collect a range of pictures of that are important to them and their world. Use photographs of themselves, their school, things they like from magazines and general images that represent their world.</li> <li>• Demonstrate how to tear and stick down each picture.</li> <li>• Children will cover their page with pictures of that are important to them.</li> <li>• To finish children will cover their collage with a wash of glue to ensure all the pictures are stuck down.</li> </ul> |
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## Art Part 2

Session outcome: Children will create a portrait of Principal/teacher and colour.

Lesson exploration

- Display some pieces of art from artists who paint/draw portraits (see art planning) discuss with children what they like about the pieces of art. What is the same about them and what is different. Encourage children to express an opinion and justify it. I like that one because.....
- Discuss the different styles of artists and discuss why they choose to use that style.
- Show children a photograph of Principal and discuss features
- Go through step by step how to draw the portrait with the children doing one step at a time together.
- Discuss the colours that need to be used, and model how to create shades.
- Model colouring of portrait and then children do their portrait.

## Art Part 3

Session outcome: Children will create a self-portrait and colour.

Lesson exploration

**Big Question: What is the difference between a portrait and a self-portrait?**

- Show pictures of self-portraits from famous artists.
- Talk about colour, differences and similarities, light and dark tones. Consider the different mediums used. Ask children what do you think the artists were feeling about themselves? Can you talk about the differences between the pictures?
- Children will look at self-portraits of famous artists, focussing on: Frida Kahlo, Pablo Picasso, Vincent Van Gogh and Alison Lambert.
- Children will recap the positioning of facial features when drawing a portrait and and apply this knowledge to a self portrait.
- Children will be given a piece of A4 paper. Using mirrors they will study their own faces looking at the shape of their faces and features. Teacher to demonstrate own self portrait.
- Children will use oil pastels to colour eyes, lips, hair and shoulder details, before using a skin colour.



## Art Part 4

Session outcome: Children will create a portrait of Principal/teacher and colour.

Lesson  
exploration

- Show children a sample of wallpapers and discuss the repeating patterns and how they continue.
- Talk about a variety of objects that we could use to mimic these repeated patterns and the designs of the wallpapers
- Children will be given a piece of A3 paper
- Using printing blocks, textured materials and shapes, children will create a 'wallpaper' background for their portraits.
- Once dried, children will cut out previously completed self- portraits and stick them on top of their wallpaper.



## Week 6 – Introduction to maps and simple keys, map reading

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| Focus Subject(s): | Geography  |
| Skills            | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>Know what a map is and why it is used.</li> <li>Know what a key is and why it is used on a map.</li> </ul>  |

### Teacher Guidance

**Session outcome:** Children will recognise what a map is and what it can be used for. Children will use a map to navigate around school.

### Lesson exploration

- Vocab starter – explicit teaching and clarification of vocab: map, key, symbol, directional language
- There may be books available in school to support this lesson – start up geography / ways into geography local area etc. with chapters on maps.
- Display a pirate map – what is this – what is its purpose? Where is the treasure?
- Display a range of different map examples – can children identify? E.g. map of a park, a map of a beach, a playground. What do you think maps are for? What can they help us with?
- Class could be split in half with a TA – prior to the lesson prepare a simple map of the school hall and school playground with a simple key. Explore the maps with the children. Children to go with their groups and use their maps to navigate the playground / school hall. Teacher could give directions for children to follow / children could search for hidden treasure using the maps? Take photos as evidence for books. Groups could then swap.
- Return to classroom – did the map help you navigate?
- Round up learning with a quick game on the carpet – show children different simple ‘keys / symbols’ and they could record on wbs what they think the key / symbol represents and come up with some of their own.





## Week 7 – Creating Maps

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| Focus Subject(s):   | Geography   |
| Skills  | <ul style="list-style-type: none"> <li>Devise a simple map and use and construct basic symbols in a key (classroom / playground)</li> </ul>   |
| Knowledge:  | <ul style="list-style-type: none"> <li>Know what a map is and why it is used.</li> <li>Know what a key is and why it is used on a map.</li> </ul>   |
| Teacher Guidance  |   |
| Session outcome: Children will create a map of their classroom including symbols and a key. |   |
| Lesson exploration  | <ul style="list-style-type: none"> <li>Sticky Knowledge: recap of geography learning so far and recognising symbols and keys.</li> <li>Explain aerial and birds eye view and explore some examples.</li> <li>*Video message from school caretaker* say you have had an email from the school SSO asking for some help. Play video clip of SSO saying he has to make a map of the school for fire safety but he has not had time to get to the Year 1 classroom. Could your class make a map he can add to his important folder?</li> <li>Depending on needs of class, give as much or little scaffold as you feel appropriate. Children could create maps from blank / by sticking shapes onto paper / given a scaffold to fill in labels, keys and symbols. Model on the board. Children to go and complete their maps independently. Maps must include symbols and a key.</li> <li>Stretch / challenge by outcome – more detail / more keys and symbols...</li> </ul> |



## Week 8 – Human and Physical features

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|-------------------|---|
| Focus Subject(s): | Geography   |
| Skills            | <ul style="list-style-type: none"> <li>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.</li> <li>Use aerial photographs to basic human and physical features</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>Name the human and physical features which can be found in their school's local area.</li> </ul>   |

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| Teacher Guidance  |   |
| Session outcome: children will understand the meaning of human and physical features. They will sort images from their local area into human and physical features. |   |
| Lesson exploration  | <ul style="list-style-type: none"> <li>Sticky Knowledge – children to turn to their maps in their books. Give out counters. 'put a counter on the whiteboard... put a counter on the classroom door... put a counter where your table is on your map'. Are our maps easy to read? How could we improve them next time?</li> <li>Recap – aerial and bird's eye view. Can children identify whether the image on the board is from an aerial or bird's eye perspective and what it depicts?</li> <li>Explain that today we are learning to understand human and physical features. Display definitions of the vocab and some examples.</li> <li>Children to go to their tables. Give each table / group of three an envelope with images of human and physical locations from the school grounds and surrounding local area (e.g. supermarket, canal, block of flats, woods – specifically from the locality of your school) Children to sort the images onto a table with headings human and physical features.</li> <li>Provide children with labels. Can they match the labels to the images? Do you recognise any of these images? How do you know whether they are human or physical?</li> <li>Hand out the iPads. Allow children some time to explore the locality of the school area on google maps. Can we find any of the human and physical features we have been exploring today?</li> </ul> |



**Week 9 - \*Educational Experience\* Walk around the local area.**

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|-------------------|---|
| Focus Subject(s): | <b>Geography</b>  |
| Skills            | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use aerial photographs to basic human and physical features</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>• Name the human and physical features which can be found in their school's local area.</li> </ul>   |

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| Teacher Guidance  |  |
| <p>Session outcome: children will go on a walk around the local area and use observational skills to study the human and physical features.</p> <p>Children will write a recount of their walk including geographical vocabulary about what they have observed.</p> |  |
| Lesson exploration  | <p><b>Big Question Lesson: Can you name human and physical features in your local area?</b></p> <p><b>Morning - pre teach and explore the local area</b></p> <ul style="list-style-type: none"> <li>• Vocab starter / matching game (delete as appropriate) – hill, river/ canal, house, office, church and shop, human feature, physical feature, man-made, natural, map, key, symbol, local area,</li> <li>• Revisit learning from last session. Today we are working as geographers to explore the local area. Which human and physical features do you think we will spot on our walk?</li> <li>• Hand out google map screenshots one per pair. As a class, plan the route you could take around the local area.</li> <li>• Take your class on a walk around the local area. Allow some children to take photos of the human and physical features they observe using iPads if possible.</li> <li>• Children could bring their maps and use them to navigate their journey.</li> <li>• Return to school and discuss journey.</li> </ul> <p><b>Afternoon – writing about their walk</b></p> <ul style="list-style-type: none"> <li>• Use talk for writing to story map the journey. Revisit geographical vocabulary. Use modelled, shared and independent writing on whiteboards to generate ideas.</li> <li>• Children to write a recount of their walk using geographical vocabulary to describe the human and physical features. Scaffold as appropriate using use of class story map / images stuck in books/ writing frames.</li> <li>• Extension – children highlight the geographical vocab they have used from their word banks.</li> </ul> |



**Values Question: Complete using worksheet on Teams**

- How can I help to look after God’s creation in my local area?
- How has God helped me to learn and grow since I was a baby?

**Design technology – See Christmas Craft Project on Teams**

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| Focus Subject(s): | Design Technology  |
| Skills            | <ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> </ul>  |
| Knowledge:        | <ul style="list-style-type: none"> <li>• Know why people send cards</li> <li>• Know some images associated with seasonal celebrations</li> </ul> |

