



Year 1 – Autumn 1

Enfield



SMSC Links	
Spiritual	Children will show a sense of enjoyment in learning about themselves and their local area.
Moral	How can we keep our area clean and safe? Children will explore why it is wrong to litter and the impact this has on our area.
Social	Children will develop their social skills working in pairs and groups. Children will show an understanding that one's own behaviour affects others peoples.
Cultural	Discuss favourite things and places to go in our local area.

Trips and experiences	Fieldwork and observations of the local area.
Celebrations	Art showcase Musical performance to another class
British Values	Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths



Geography – Why should someone visit Enfield?

Foundations of previous learning.

Identifying the people in my area who help me

Names and places of things i.e. shops, doctors surgery etc

Identifying features of local environment through small world play i.e. buildings, farms and trains.

Overview and rationale	Skills	Knowledge
<p>In this unit, the children will explore their school and immediate local area. They will describe that we live in Enfield, which is a London borough. They will learn about the school's location and identify what is around the school using vocabulary such as library, shop, café and train station. Children will begin to explore and understand some of the ways in which the features are used. They will be introduced to simple maps and begin to describe what a map represents. Children will use simple maps of the classroom and begin to describe the location of things using vocabulary such as next to, behind, in front of.</p>	<p>Investigate places:</p> <ul style="list-style-type: none"> Ask and answer geographical questions. Use simple fieldwork and observational skills to study the local environment. Use aerial images to recognise landmarks. <p>Investigate patterns:</p> <ul style="list-style-type: none"> Identify and explore land use around the school. <p>Communicate geographically:</p> <ul style="list-style-type: none"> Devise a simple map. Draw around objects to make a plan. Follow directions i.e. up, down, left and right. 	<ul style="list-style-type: none"> Enfield is a town in London. Enfield Lock is an area in the borough of Enfield. London is the capital city of England. Enfield has supermarkets, shops (chemists, hairdressers), restaurants, libraries, schools, train stations, parks, churches, houses and flats. The River Lea runs through Enfield. A map gives us information and helps us understand where things are located. A location is the place where something is. An aerial view means to look down on something from above.
National curriculum coverage	Assessment Tasks	
<p>A local scale study of Enfield through fieldwork. Use basic geography vocabulary to refer to key physical and human features. Locational knowledge (The United Kingdom London)</p>	<ol style="list-style-type: none"> Locational knowledge. Name and locate where the children live including: country, city and the borough. Human and physical geography. Identify features in local area and name them i.e. river, shop, office etc. Geographical skills and fieldwork To create an aerial map of the classroom and create a basic key. 	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> Understand where we live and the importance of an address. Children will identify that we live in the borough of Enfield, which is a town in the city of London. Children will explore their route to school, describing what they see on their journey and reflect this on a simple map. Children will go on a local walk and explore the area of Enfield Lock. They will identify the different human and physical features of the area and discuss which ones they use. They will use aerial maps/photographs and begin to identify the main features of an area. They will begin to discuss the function of these features. Draw simple maps of the classroom. Begin to use directions such as near, far, right and left. 	<p>Town, city, shops, offices, houses, supermarket, library, train stations, river, aerial views, map, near, far, Enfield, London</p>	<p>Investigation – What is our local area like?</p> <p>Humankind – What jobs are there in our community? What buildings can you see? How do we use them?</p> <p>Place - Where do we live?</p> <p>Significance – Which places in our community are special to you? Why?</p>
Curriculum drivers		
<p>Emotional Intelligence – What parts of our community do you like? Why? Where do you feel safe? Where do you enjoy going? How does it make you feel when you go there?</p>	<p>Aspirations and possibilities for all – What is a job? What jobs do you think people have in our community?</p>	<p>Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>

Art and Design – Drawing

Foundations of previous learning:

In the EYFS, children will have experienced opportunities to experiment and design their own creative responses art.

Overview and rationale	Skills	Knowledge
<p>In this unit, the children will explore the work and techniques of the famous artist, LW Lowry. They will begin to explore and describe what they like and dislike about a piece of work. The children will develop their drawing skills through drawing lines of different size and thickness. They will also name and explore different mediums such as crayons, pencils and oil pastels. This work will support children when they further apply these skills when drawing castles and animals later on in the year. In their final piece, the children will have the opportunity to use different mediums to create an observational drawing of the school building.</p>	<p>Drawing:</p> <ul style="list-style-type: none"> • Draw from imagination and memory. • Make marks using a wide range of materials. • Experiment by making marks with a range of tools. • Draw lines of different sizes and thickness. • Draw on different surfaces. • Draw to different scales. • Show pattern by adding dots. • Look and talk about how artists use drawing in picture books. • Show different tone by using coloured pencils. <p>To develop ideas and take inspiration:</p> <ul style="list-style-type: none"> • Have opportunities to talk about what art is and why it is important. • Begin to talk about the choices they have made. • Get ideas from imagery and real sources. 	<ul style="list-style-type: none"> • LW Lowry is an artist. Lots of his work is drawings. He drew using pencil, charcoal and pen. • Observation is when you draw what you can see. • Describing art can involve talking about what a piece looks like or what it is made from. • Artists use lines in different ways to create their pictures. • Lines can be used to represent lots of different things. • Lines can be straight, zigzag, curved, wavy, thick or thin.
National curriculum coverage	Assessment opportunities	
<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>1 - Inspiration: Children to begin to discuss what they like and dislike about a piece of art.</p> <p>2 - Drawing: Children to experiment with lines of different size and thickness using a range of mediums.</p> <p>3 - Final piece: Children to create their own observational drawings using different materials i.e. pencils, chalk and pastels.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> 1. Identify parts of an image and give opinions on artwork. Artist study LW Lowry. 2. Draw a variety of different lines using different mediums. 3. Apply understanding and skills of straight and curved lines. 4. Use different line weight and thickness. 5. Make piece (observational composition) 6. Evaluate piece. (See year group evaluation guidance for what to include.) 	<p>Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, made environment.</p>	<p style="text-align: center;"><i>Significance, creativity, investigation, processes and materials runs throughout all art units.</i></p> <p>Humankind – what did L W Lowry draw? What can you see in his pictures? Do you enjoy his art?</p> <p>Place – What places did L W Lowry draw? What are we going to draw? Why were these places significant?</p>
Curriculum drivers		
<p>Emotional Intelligence - How does this piece of art make you feel? Why? How do you feel when drawing? How can hobbies help us when we feel sad?</p>	<p>Aspirations and possibilities for all – How could we become an artist? Do you enjoy art?</p> <p style="text-align: center;"><i>Art showcase to celebrate work</i></p>	<p>Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>

	Computing Computers and hardware – getting started!	Music Hey You!
Overview and connection	In this topic, children are introduced to using computers more purposefully, learning how to login and navigate around a computer, develop their mouse skills, learn how to drag, drop, click and control their cursor to create works of art inspired by Kandinsky and self portraits.	Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.
Key Knowledge and assessment	<ul style="list-style-type: none"> • A computer is a device for working with information. • A password is used for protection. • We have to log into a computer to keep things safe or to stop someone else from accessing our information. • A keyboard allows us to enter letters, numbers and symbols into a computer. • We use a mouse to help move the cursor on the screen. • You can click and drag objects to change their size or position. • Digital painting tools can create different effects. 	<ul style="list-style-type: none"> • Musical instruments are used to make music. Some of these include guitar and drums. • A vocalist is someone who sings. • Music has a steady pulse, like a heartbeat. • Old school Hip Hop is a style of music. It' style includes: rapping, songs about partying and scratching. • Hip Hop music originated in New York city, America.
Key Skills and assessment	<ul style="list-style-type: none"> • Learning where keys are located on the keyboard • Understanding how to create digital art using an online paint tool. • Developing control of the mouse through dragging, clicking and resizing of images to create different effects. • Recognising common uses of information technology, including beyond school. • Logging in and out and saving work on their own account • Understand the importance of a password. 	<ul style="list-style-type: none"> • To be able to sing simple songs, speak chants and rhymes. • To begin to find the pulse by copying an adult. • To explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices. <p style="text-align: center;"><i>See also Charanga skills - Year 1</i></p>
Key Vocabulary	Computer, mouse, keyboard, password, protection, safety, click, drag	Pulse, steady, beat, heartbeat, high sounds, low sounds, rhythm, pitch, rapping, fast, slow, quick, loud, quiet, singing, instruments
Big Ideas	<p>Humankind – Why is it important to have a password on our computers and phones?</p> <p>Investigate – what digital paint tools can you use? What effect do they have?</p> <p>Creativity – What will you create? How will you achieve this?</p>	<p style="text-align: center;"><i>Creativity runs throughout all music units</i></p> <p>Comparison – what are the similarities and differences between the Hip Hop songs?</p> <p>Humankind – What is Hip Hop music? What is unique about this music?</p> <p>Place – where did Hip Hop music begin?</p>
Curriculum Drivers	<p>Emotional Intelligence - When do you use a computer? What do you use them for? How do you feel when online?</p> <p>Aspiration and possibilities for all – Have you enjoyed being a digital designer? What things would you like to design?</p>	<p>Emotional Intelligence - How does this song make you feel? Why?</p> <p>Aspiration and possibilities for all – Do you enjoy music? Who are your favourite artists?</p>
Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.		

	PSHE - Being me What makes me special?	RE Harvest festival
Overview and connections	In this unit the children will explore what makes them special. They will learn that they belong to different groups, which include family, school and the community. They will explore feelings and begin to understand why it is important to share our feelings with other people. They will discuss different types of friendships and begin to understand the importance of keeping themselves safe.	In this unit, children will explore the question 'what do Christians remember at harvest festival?' They will explore the traditions of Harvest Festival and describe what they tell us about Christians. They will identify some of the ways in which children learn about their faith by growing up in a Christian home. This learning will provide the groundwork for next half term when the children learn about the Christian celebration of Christmas.
Key Knowledge and assessment	<ul style="list-style-type: none"> We are all special and have special people in our lives. We belong to different groups such as our school and class, family and community. Other families may look different to our own but they are still a family. Families and friends care for each other. My face and body can show how I am feeling. It is important to share feelings with the people around me There are different ways I can show someone I love them. They are different types of touch and contact (cuddles, kisses, punches, pokes, tugs, strokes). Some of these types of touch are not appropriate and I should tell someone when I feel uncomfortable or worried. 	<ul style="list-style-type: none"> Christians believe that God created this wonderful world. Some Christians have a festival at harvest time to say thank you to God for food to eat. People, especially farmers, work hard to grow, harvest and produce our food. Harvest means the time of year when crops are ripe and ready to be gathered. Christians show their thankfulness to God by sharing what they have with others, especially those who have less than us.
Key Skills and assessment		<p>Learning about religion:</p> <ul style="list-style-type: none"> Describe the main festivals or celebrations within a religion. Recognise and name some religious places and practices. <p>Learning from religion:</p> <ul style="list-style-type: none"> Identify the things that are important in their own lives. Explain how actions affect others. Relate emotion to some of their experience i.e. thanks, joy, sadness
Key Vocabulary	Special, groups, community, family, friends, different, contact, feelings, emotions, help, adult	Christian, harvest, food, thankful, crops, church, festival, community, share
Big Ideas	<p style="text-align: center;"><i>Humankind runs throughout all RE lessons</i></p> <p>Significance – who are the special people in our lives?</p>	<p>Humankind – How can we help people who do not have enough food?</p> <p>Comparison – How does the harvest festival compare to festivals and celebrations that are special to you?</p> <p>Nature – What food can we be thankful for in the UK? What do the farmers grow and harvest?</p>
Curriculum Drivers	<p>Emotional Intelligence - Children to explore a range of feelings and emotions. Can they show these feelings using their facial expressions and body language?</p> <p>Aspiration and possibilities for all – What special talents do we have? What makes us unique?</p>	<p>Emotional Intelligence - How do you feel when you do something kind for someone else?</p> <p>Aspiration and possibilities for all – What can we do to help the people in our community?</p>
Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.		

