Autumn Term 1 Small Steps Sequence

Year One



St Marys CE Primary

Our Value— Generosity

'God loves a cheerful giver.' 2 Cornithians 9:7

Science

Animals including Humans

Prior learning

In EYFS, the children have been introduced to the names of animals they are likely to see, encouraging them to recognise familiar animals whilst outside.

Vocabulary for learning

Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves,

Small step progression

Identify and name some common animals

Classify animals into groups

Identify, name and sort animals by diet

Name, identify and label the parts of the human body

Outcome

I can name, describe and compare a range of animals .

Geography/History

Special me and my School

Prior learning

In EYFS children have already shared information about their families and talked about the fact that they have changed since preschool / their last birthday.

Vocabulary for learning

old, century, memory, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, artefact.

Small step progression

Understand what happened in the past, present and future.

Order events chronologically.

Tell stories about the past.

Understand the language aerial view and plan.

Create a simple map and key of our school.

Discuss and review our learning.

Outcome

I can use aerial photographs and maps to learn about Penzance.

RE

What is it like to belong to a faith community?

Prior learning

The children will have encountered specific Christian ideas in Foundation Stage as well as ideas about being special people, special places and special stories.

Vocabulary for learning

 ${\bf Church,\,Christian,\,symbols,\,Christening,\,baptism}$

Small step progression

Know that we all belong to something that that this is an important part of our lives.

Recognise Christian & Jewish symbols of belonging

Give an account of what happens at a traditional Christian and Jewish welcome ceremony.

Compare ways that Jews and Christians show that they love and belong to each other.

Consider what is good about being part of a community

Outcome

I can recall and compare how people belong to a Christian and Jewish community.

PSHE

Me and My Relationships

Prior learning

EYFS have previously explored how it feels when you are happy and sad.

Vocabulary for learning

Responsibility, emotions, support, behaviour, hurt, heal,

Small step progression

Understand that classroom rules help everyone learn and be safe.

Suggest strategies for resolving conflict situations

Recognise the special qualities in family and friends.

Know some strategies of dealing with 'not so good' feelings.

Recognise that people's bodies and feelings can be hurt.

Understand how our actions can hurt the feelings of others.

Outcome

I can identify my feelings and recognise ways of dealing with them.

Computing

Computing Systems and Networks

Technology Around Us

Prior learning

EYFS can talk about technology, using pictures and memory recall.

Vocabulary for learning

Technology, Man-made, digital, screen, mouse, keyboard, program, cursor, click, drag, Esafety

Small step progression

Identify technology

Identify a computer and its main parts

Use a mouse in different ways

Use a keyboard to type on a computer

Use the keyboard to edit text

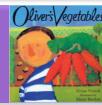
Create rules for using technology responsibly

Outcome

I can create a picture and text using a keyboard and mouse.



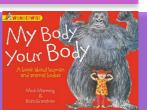












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Art/DT

Food and Nutrition

Prior learning

Reception have previously taken part in exploration, cutting and cooking of vegetable soup

Vocabulary for learning

fruit vegetable seed leaf root stem smoothie healthy carton design flavour peel slice

Small step progression

Identify if a food is a fruit or a vegetable

Identify where plants grow and which parts, we

Taste and compare fruit and vegetables

Make a fruit and vegetable smoothie

Outcome

To develop skills of evaluating, designing and making.

Music

HEY YOU!

Prior learning

The children have been introduced to different kinds of music from across the globe, including traditional and folk music from Britain.

Vocabulary for learning

pulse rhythm, pitch rap, improvise, compose, melody, bass guitar, drums, decks, perform

Small step progression

Learn to sing our class song Hey You

Use musical instruments in my performance of our class song Hey You,

Improvise with pulse and rhythm

Compose a musical section to add to our performance.

Practice and develop my skills to create a class performance

Outcome

The children will begin to work together in a group/band/ ensemble and perform to each other and an audience.

PE Locomotion: Running

In this unit, the children will begin to understand why and how we run in games.

Prior learning

The children will know where and how to walk to find a space. They will explored their body parts and how these are used to help us move, including for running.

Vocabulary for learning

Attacker, defender, space, speed, acceleration, tagging, tag

Small step progression

Explore running using different body parts.

Develop running technique in games.

Develop knowledge of how to run and where to run, while exploring running at speeds.

Develop technique for running at speed.

Improve running over a longer duration by working as a team.

Begin to understand attack and defence and why running is important for these roles.

Outcome

The children will take part in some running games with their peers, demonstrating their understanding of running when playing games.

PE Health and Wellbeing

In this unit, the children will be introduced to the importance of agility and balance.

Prior learning

The children know why are hearts beat faster and how to move in different ways. They know the importance of being active.

Vocabulary for learning

Attacker, defending, agility, balance, coordination, hand-eye coordination, throwing, aiming

Small step progression

Introduce agility and explore ways of being agile when moving.

Explore ways of being balanced and why we need to be balanced in sport.

Introduce hand-eye coordination and when we use this in sport.

Develop agility through circuits.

Develop balance through circuits.

Introduce coordination of body movements and the importance of this in sport.

Outcome

The children will complete a circuit of activities to demonstrate their improved balance and agility.

