

Autumn 1

Science:

What we should already know:

- How to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

As Scientists we will:

Animals:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Seasonal Changes:

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Key Vocabulary:

torso, limb, hand, eye, nose, ear, tongue, senses, touch, smell, hearing, taste, season, autumn, winter, spring, summer, weather, rain, snow, fog, sun, cloud, wind, hail, thunder, lightning, dark, light, day, night, long, short, hot, cold, orbit, energy, freezing, melting, reflection

History:

What we should already know:

- Some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- To use physical sources from the past in relation to topics covered

As Historians we will:

Chronological understanding:

- Understand common words and phrases relating to the passing of time.
- Sequence people, events or objects taught so far.

Historical Enquiry:

- Use a given source (e.g. diary entry, artefacts) to find facts about the past.

Key Vocabulary:

Year, decade, century, ancient, modern, long ago, timeline, date order, past, present, events, lives, living memory, source, artefacts, why? where? when? opinion, detective, historians, this source tells me..

Paddington Bear



Autumn 1

Geography:

What we should already know:

- How to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps .
- To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
- To use aerial photographs of school grounds

As Geographers we will:

Location and Place Knowledge:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and Physical Geography:

- Identify seasonal and daily weather patterns in the United Kingdom.
- Use basic geographical vocabulary.

Geographical Skills and Enquiry:

- Use an infant atlas to locate places.
- Use simple compass points and directional language to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Key Vocabulary:

A view from above, map, Earth, north, south, east, west, location, direction, label, landscape, atlas, distance, route, plan, position, continent, ocean, equator, sea, country, island, capital cities

As Design Technologists we will:

Cooking and Nutrition:

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

Key Vocabulary:

fruit, vegetable, healthy, , look, taste, texture, smell, size, shape, colour, ingredients, techniques, chopping, peeling, , measure, weigh, safety, hygiene, non -standard, farmed, , grown, prepare, cook, recipe, heat, sweet, savoury, recipe

Paddington Bear



Autumn 1

Art:

What we should already know:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Explore painting on different surfaces. (painting with mud on trees, rolls of textured wallpaper for handprints etc)
- Enjoy experimenting with a variety of tools e.g. sponges, twigs, fingers, feathers

As Artists we will:

- Use sketch books to gather ideas for art work.
- Experiment with different techniques
- Investigate a range of materials and media and recognise that they have different qualities.
- Experiment with different techniques
- Describe what they think about the work of others
- Know that primary colours are red, yellow and blue.
- Know that primary colours can be mixed to make secondary colours.
- Name the secondary colours (orange, purple, green) and how to mix them.
- Mix paint to the appropriate consistency.
- Investigate using a variety of brush sizes. Explore how artists use colour to reflect mood.

Key Vocabulary:

Colour: primary, secondary, pure/hue, Shape/Form: circle, Pattern: repetition, overlap, abstract art

Outcome:

Using our science knowledge, we will write and record weather forecasts for Paddington.

We will also host a Teddy Bears' Picnic with our families and friends where we will share our learning from this topic.

We will also make some of the food, including sandwiches and fruit kebabs!

Be Resilient	We will develop our resilience by applying our phonics knowledge to read different historical sources and record our findings.
Be Creative	We will develop our creativity by organising our own Teddy Bears' picnic, designing games and making food to share.
Be World-Wise	We will become more world-wise as we delve into comparisons between the UK and Darkest Peru.

Paddington Bear

