

King Athelstan Primary School



Our curriculum:

- Promotes our emotional and physical well being
- Is relevant to our lives and our community
- Equips us with basic skills to be successful learners throughout our lives
- Builds on skills that we have learnt previously
- Develops knowledge that sticks
- Empowers us to make choices about our futures



Foundation Subject Assessment

At King Athelstan we:

- Consider our curriculum's purpose and aims for these subjects, and assess whether pupils are meeting them
- Assess progress against the key skills set out in the programme of study for each subject
- Evaluate children's understanding of vocabulary and their ability to remember key facts and information ('sticky knowledge')
- Use Assessment for Learning (AFL) to support teacher judgments during lessons and at the end of topics using a range of retrieval techniques
- Look at pupils' attitudes and the process that they follow, as well as at the end product that they create
- Assess children's higher order thinking skills through their use of Bloom's Taxonomy success criteria
- Classify pupils' progress in all foundation subjects as 'working towards', 'secure' or 'working above' the expected standard for their year group

Term	Year Group	Class	Teacher
Autumn	Year 1	O'Keeffe	Name

Click these subject links to see each study:

- [Science](#)
- [Geography](#)
- [History](#)
- [Computing](#)
- [PSHE](#)
- [Religious Education](#)
- [Design Technology](#)

Click ['Back to top'](#) on each page to return to page 1

Unit Topic	Marvellous Me	Year:	Year 1	Term:	Autumn
Key Question	What is around me and who am I?				
Relevance	About me. Who I am. My family. My environment				
Engagement/Enrichment	Go to Kingston market. Go to Kingston market. Tally the weather outside through the topic. Choose and mark a tree (wild area)				
Key concepts	Living things – Plants, Season Changes, Animals (including humans)				

EYFS – Nursery Prior Learning	
Nursery (Aut 1 & 2) – Outdoor play in the different seasons. Experiencing the different weathers and the life cycle of plants.	
Nursery (Aut 1 & 2) – Hands on with different materials and talking about what they are, EG: hard, soft, etc.	
EYFS – Reception Prior Learning	Preparation for Future Learning
Reception – (Aut 1 & 2) Outdoor play in the different seasons. Experiencing the different weathers and the life cycle of plants. Also link to clothing associated with seasons	Year 2 – life cycles of animals, including humans Year 2 – how plants grow and what are the requirements for plant growth
Reception – (Aut 1) – vocabulary based, making foods, buildings and statues. How they feel, what they are made from, what characteristics do they have EG: soft, hard. This kind of questioning could be repeated for all different countries look at. Also looking at animals and their names. How do these animals have? Fur? Scales? etc.	National Curriculum Links
Reception – (Aut 2) fireworks/bonfire night related. Safety and features of fireworks. Link to firefighters and water too.	PSHE – safety around fire and what to do in an emergency. Also birthday and celebrations Geography – Different parts of the world. Different foods and building etc. DT – Making different foods

Links to Prior Learning	
EYFS - Butterfly dreams – life cycle	
EYFS - Observing and questioning throughout the year	
EYFS – wearing different clothes during different times of the school year, names for clothes and seasons	

	Key Knowledge	Lesson Content and Outcome	Key Skills	key vocabulary	Working Towards The Expected Standard	Working Above The Expected Standard
1	<p>What new vocabulary do I need to know about weather and the seasons?</p> <p>Knowledge</p> <p>Expose to new vocabulary</p> <p>To recall prior knowledge/vocabulary</p>	<p>To explore previous knowledge. To show any prior knowledge and create questions related to new topic.</p> <p>Outcome – To have a completed KWL sheet and mind map (including facts and questions) about their new topic.</p> <p>(HA) – Where have the heard these words before?</p> <p>(SEND) Inprint pictures of the words to support</p>	Recall Question	weather season climate temperature tree change plant body environment animal		
2	<p>What are the different types of weather?</p> <p>Knowledge</p> <p>How the different types of weather look</p> <p>To understand how to record a tally chart based on observations</p>	<p>To identify the different types of weather, by matching a picture to its name verbally and in writing. Also talk about when you woke up was the sun up? Does it happen when you wake up and the sun is already up?</p> <p>Outcome: To understand that they will be tallying the weather every day to see what it is like and to match/draw the different types of weather</p> <p>(HA) When have you seen these different weathers before?</p> <p>(SEND) pictures to support and show the different weather</p>	Identify Observe	sunny rainy cloudy snowy windy hot cold tally record		
3	<p>What are the different parts of a tree?</p> <p>Knowledge</p> <p>That a tree is a type of plant</p> <p>The different names for all the different parts of a tree</p>	<p>To use pictures and videos to identify the four main areas of a tree. Class share knowledge and play games (bingo/matching) to identify the key vocabulary.</p> <p>Outcome – labelled drawing of tree with: roots, trunk, branches and leaves in correct places.</p> <p>(HA) Ask them to think about, will it look like this when it is a “baby” tree(SEND) Go into the playground and look at the different parts of the tree, first-hand experience</p>	Identifying Pattern seeking	tree plant trunk leaves branches roots		
4	<p>Do plants look the same all year round?</p> <p>Knowledge</p>	<p>To show the difference between trees in Summer and in Autumn. Identifying the different coloured leaves and to witness this first hand.</p>	Identifying Pattern seeking	tree (specific tree names, sycamore, rowan, hornbeam) plant trunk		

	<p>How plants look throughout the seasons comparing the different seasons and how a plant look</p>	<p>Outcome: To write a simple sentence about what they have observed when they are outside. (HA) Ask them when is a leaf dead? Does it die as soon as it leaves the tree? (SEND) Have these different leaves to look at and feel</p>		<p>leaves branches roots environment</p>		
5	<p>What do the words deciduous and evergreen mean? Knowledge That some trees their leaves in the autumn and winter months Other trees keep their leaves all year round</p>	<p>To identify the difference between deciduous and evergreen trees, through photos and videos. Then using stem sentences to support their answers. Outcome: Using photos to write a sentence about which type of tree is which. Could be done as matching or chopped up sentences. (I know this is a ----- tree because.) (HA) Think about where these trees may be in the world (SEND) Use knowledge organiser to support</p>	<p>Classifying Pattern seeking Observing</p>	<p>tree deciduous evergreen leaves leaf colour green red orange yellow falling shedding</p>		
6	<p>What are the names of the flowers in my local area Knowledge The names of local plants and flowers To be able to match photos and names of flowers to the real life flowers</p>	<p>To identify the different kinds of wild plants in the local environment first and second hand (pictures/videos) and understanding that they grow on their own without the help of humans Outcome: To have a piece of work with drawings/pictures of correctly labelled names of wild flowers. (HA) Look at similarities and differences between flowers (SEND) Use word banks (from English) to help describe them and build vocabulary</p>	<p>Identifying Pattern seeking Observing</p>	<p>flowers petals colour stem roots stem buttercup stinging nettle clover daisy dandelions bramble (which ever are in the local are)</p>		
7	<p>What are the names of the different parts of a plant? Knowledge The names of plant parts How they may look different from plant to plant</p>	<p>To identify the key parts of a plant. Identifying where the parts of the plant are and matching the modelled plant. To compare different plants. How some stems are different, EG: tulip, rose and tree. How some flowers/buds are different, EG: rose and lily (perhaps go over the functions of each part too) Outcome: To reproduce a labelled plant in their own book. (HA) Also list down their function (SEND) Have flashcards to test/play games</p>	<p>Identifying Observing</p>	<p>flowers petals stem roots stem</p>		
8	<p>What are the different parts of the human body? Knowledge The different parts and names of the human body How parts differ between genders</p>	<p>Start head shoulders knees and toes song and what other body parts they know. As a class on the body they label the different parts of the body. Class then replicate this on their own sheet. Group work. Draw around a child, creating an outline and they label in a similar as the modelled one. Outcome: Each group produces a body with labelled parts on flip chart paper. (Photo in book) (HA) Ask what they think is the most important and why? (SEND) perhaps use the song and show videos before lesson as pre teach</p>	<p>Identifying</p>	<p>body head arms legs back stomach (tummy/ belly) face eyes nose ears mouth elbow knee feet and hands</p>		
9	<p>Which body part controls which sense? Knowledge That there are 5 senses That more than one can be used at once That one sense is sense for each sensory organ</p>	<p>Through questioning (how do you know lemons are sour?) and videos discuss what sense are. The class identify which sense is linked to each body part. Extra focus, perhaps on touch and the skin. Outcome: class draw/write the body part and what sense it link to it. Also any describing words to help with each specific sense. EG: draw an ear> hearing> loud, quiet (HA) Focus on touch, how is it different from the others – use any body part (SEND) flashcards/matching activity instead</p>	<p>Identifying Pattern seeking</p>	<p>senses eyes sight and looking ears hearing nose smell mouth taste skin (hands) touch</p>		

GEOGRAPHY

[Back to top](#)

Unit Topic	Marvellous me	Year:	1	Term:	Autumn
Key Question	Where do I live?				
Relevance	Route to school, where they live, local familiar places				
Engagement/Enrichment	Rosie's walk. Exploring the local area. Finding out where they live.				
Key concepts	Place Space Environment Interconnection Sustainability Scale Change				

Links to Prior Learning	Preparation for Future Learning
Observation of school environment Walks with EYFS	Year 1 Spring How the local area is changing – what can be improved? Year 1 Summer Comparing Kingston and their local area to seaside



	Key Knowledge	Lesson Content and Outcome	Key Skills	Key Vocabulary	Working Towards The Expected Standard	Working Above The Expected Standard
Pre		Initial assessment of children's language – can they describe directions?				
1	Where does Rosie go? Know how to talk about features of a location and explain how to move between them	Hook – letter from Rosie Reading Rosie's walk and describing her journey/ route <i>Outcome: Oral retelling of Rosie's story – photos?</i> <i>HA: higher level vocab</i> <i>LA: InPrint support with cards</i>	Using locational and directional language	left right up down forwards backwards around over under		
2	Where does Rosie go? Know how to talk about features of a location and explain how to move between them	Make a playdough Rosie and move her round small world of her walk <i>Outcome: Oral retelling of Rosie's story – photos?</i> Link to English lesson – support detailed in plan	Using locational and directional language	through past		
3	What is a map? Know a map is an aerial representation of a place	What is a map and why do we use them? Exploring maps Draw a map of Rosie's walk using small world <i>Outcome: Map of Rosie's walk</i>	Devising a simple map	bird's eye view journey landmark 2 dimensional/ 2D		
4	How are places are connected? Know places are connected by roads and paths Know names of local places/ landmarks	Explore map of Kingston and identify route from school to library using aerial photograph Physically walk the route Devise a map to show the route using symbols and key <i>Outcome: Map of route to library from school</i> <i>HA: greater variety of symbols</i> <i>LA: cut and stick symbols</i>	Devising a simple map using symbols and key to show a route	school library traffic lights park key symbols home address		
5	Where do I live? Know where I live Know names of landmarks around my home	Find home on map – do this in small groups/ 1:1 Look for familiar landmarks Draw home Label address <i>Outcome: Labelled picture of house with address</i> <i>HA: draw map of their route from school to home with landmarks</i>	Locating place on map			
6	What is my address? Know there is a connection and difference between house – street – town – county - country Know my address	Use their address to write a letter home. Post in 'post box'. Could put letters into book bags for parents to see and respond to. <i>Outcome: Write a letter and address an envelope</i> <i>LA: writing support</i>	Using an address	street town county country		

Assessment Opportunity

Questioning – How can you describe where this place is? How can you explain how to get to this place? What does this map show?

Unit Topic	Year: 1	Term: Autumn
Key Question	What can we see and experience in the world around us?	
Relevance	Relevant to their daily lives, including school environment.	
Engagement/Enrichment	Use of iPads, bee bots, physical activity. Indoor and outdoor activities.	
Key concepts	<ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content 	

Links to Prior Learning	Preparation for Future Learning
Links to EYFS learning regarding environment and schools. Links to Geography (Local Environments) Links to PE (Orienteering)	Links to Year 2 with more advanced bee-bot programming. Links to understanding algorithms. Familiarises children with iPads and their uses throughout school.

	Key Knowledge	Lesson Content and Outcome	Key Skills	Key Vocabulary	Working Towards The Expected Standard	Working Above The Expected Standard
1	What is the world around us? Taking photos of our local area (woodland area, in school, playgrounds etc)	Children to familiarise themselves with the iPads and use the 'camera' app to take a photograph of different areas in the school of their choosing. <i>HA To photograph given areas of the school.SEND: Adult support</i>	Exploring Photographing Speaking and listening	environment school world local photograph picture explore		
2	How can we navigate through the world around us? Using flashcards and microphones – direct a friend to certain areas.	Children to use flashcards and microphones to create instructions for one another to reach the photographs taken in the previous lesson. <i>HA: Independent instructions SEND: Using flashcards with instructions pre-written.</i>	Speaking and listening Programming Predicting Debugging Reflecting Evaluating			
3	How can we instruct a toy/figurine to move around? Using basic flashcards with specific instructions – move the toy from point A to B in the fewest commands possible.	Children to use flashcards to instruct a non-programmable toy in moving to specific points around a map. Follow set instructions and predict where the toy will end up. <i>HA/SEND: Differentiation via levels of support and length of instructions.</i>	Speaking and listening Programming Predicting Debugging Reflecting Evaluating	instruct follow predict forward left right back stop turn		
4	How can we programme bee-bots to get from A to B? Using flashcards, children programme bee-bots to navigate through set paths, step by step.	Children use flashcards to programme bee-bots into moving from place to place. Children to do this one step at a time to see the exact process of programming and how it works. <i>HA: Input whole set of instructions at once. SEND: Role play how each bee-bot will move and where.</i>	Programming Instructing Following instructions Editing			
5	How can we programme bee-bots to get from A to B? Using flashcards, children programme bee-bots to navigate through set paths in one sequence.	Children use selected flashcards to programme bee-bots. Teacher to choose awkward cards (e.g. only one forward but six back). Children to use these cards to reach the end goal. <i>HA/SEND: Differentiated by the varied difficulties of flash card.</i>	Programming Predicting Testing Evaluating Debugging	predict plan program test evaluate fix solve		
6	How can we fix 'broken' instructions? Children identify errors in sequences, fix these and test the 'fixed' instructions.	Children are to be given a set of instructions which contain mistakes ranking from obvious to slight. Children then fix these mistakes, test and evaluate. <i>HA: Rewrite instructions from scratch. SEND: Make simple changes and test it.</i>	Evaluating Editing Testing	problem error fix test		

Assessment Opportunity
Use of A/PA/NA tick boxes during lessons 4, 5 and 6. Formative assessment throughout topic via group work or observations. Teacher to create simple checklist for monitoring achievement.

Unit Topic	Marvellous Me	Year:	1	Term:	Autumn
Key Question	What does change look like?				
Relevance	Focus is on the child and their family				
Engagement/Enrichment	Visit from a grandparent/great grandparents to talk about how their worlds have changed: Talk to class and show photographs				
Key concept	Change Continuity				

Links to Prior Learning	Preparation for Future Learning
Reception Summer 2 – How we used to live <ul style="list-style-type: none"> Different materials make up our toys Reception Autumn – Foods <ul style="list-style-type: none"> Different foods were available at different times Reception Spring – Chronology of life cycles <ul style="list-style-type: none"> Plants and butterflies have series of ordered steps 	Year 2 Autumn – Communication <ul style="list-style-type: none"> Materials change over time due to invention, availability and use. Year 3 Autumn – Stone Age Artefacts <ul style="list-style-type: none"> Artefacts include jewellery, games, pottery and tools that show early civilisation

	Enquiry question and Key Knowledge	Lesson Content and Outcome	Key Skills	Key Vocabulary	Working Towards The Expected Standard	Working Above The Expected Standard
1	How have you changed? A baby grows into a child who grows into an adult I can do things now that I couldn't before i.e. dress myself	Children and teacher create modelled routine of school and use visual timetable to support. Then children create home routine and put in correct order. Children then highlight the elements that they could not do as a baby; use siblings as reference and use class discussion during input. Outcome: Create an chronological home and school routine Challenge: To be able to predict what the children will be able to do in the future that they cannot do themselves now. LA: Photos specific to themselves and frames to input order of routine inside	Chronology Knowledge Interpretations Enquiry Communication	routine able timeline chronology unable		
2						
3	Who had the best birthdays? There were less presents years ago Cakes are more decorative now	Children to discuss what they did in their previous birthday. Show pictures and discuss the most recent birthday then progressively move back in time showing pictures. Children to order the birthday pictures into oldest and most recent. Children to discuss and stick down the similarities and difference between the pictures. Outcome: Create a similar and different chart of birthdays from now and then Challenge: Predict what birthdays might be like in the future. LA: Photos specific to themselves and frames to input order of routine inside	Chronology Knowledge Interpretations Enquiry Communication	celebration grandparents generation parents birthday decorative older younger previous		
4						
5	Are old toys better than new ones? Lots of modern toys have batteries that make them move Many old toys used wind up power and clockwork devices to move Dolls and teddy bears have been toys for 100's of years The materials that are used to make toys has changed over time	Children look at toys with teacher and modelled discussion takes place; how does it work, how do you play with it? Children talk about key features of each toy and note differences and similarities. Outcome: Create a past and present chart for toys Challenge: Why were toys different in the past? Why do recent toys have batteries/electricity and older toys not have that? LA: Use of Imprint and stickers to order differences and similarities	Chronology Knowledge Interpretations Enquiry Communication	electronic battery lights mechanical board games wind up clockwork		
6						
7	How have schools improved? All adults have been to school The food in school has changed The behaviour in school has changed	Children to discuss with visitor what school was like back then and to view photographs. Modelled identifying of key features. Children to highlight what is the same and what is different. Challenge: Why were schools different? Are they better now? Why? LA: Use of Imprint and stickers to order differences and similarities Questioning How do you know it has changed? What is different? What is the same?	Chronology Knowledge Interpretations Enquiry Communication	building generation		
8						

Unit Topic	Marvellous Me	Year:	1	Term:	Autumn
Key Question	Who is around me and who am I?				
Relevance	About me. Who I am. My family. My environment				
Engagement/Enrichment	John Cannon story telling Mary Pye visit to talk about charity within local community				
Key concepts	Identity/groups/ communities				

Links to Prior Learning	Preparation for Future Learning
Butterfly Dreams; Small world; Fire service visit; Christmas productions – having a part and being a part of a group	Groups in wider society Different cultures Individual growth-changes to body

	Key Knowledge	Lesson Content and Outcome	Key Skills	Key Vocabulary	Working Towards The Expected Standard	Working Above The Expected Standard
1	<p>Why do we need rules?</p> <p>I can discuss my ideas I can collaborate in a group I can help create a class contract</p>	<p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them Starter: class discussion about what we mean by rules. What rules can you think about at home? Out and about? At school? Why do we have rules. Elicit responses about keeping safe – maybe have pictures of safety signs on bottles (links to later learning) etc to get them to think about this. What class rules do we want? Teacher to guide children with suggestions as to how they want reward systems to work etc, but allow children some of the decision making. Children to discuss ideas on tables – can put some rules on each table and ask children to put them in order of importance. Children to then share ideas again. Teacher to write up rules decided upon and get children to sign it as a contract at later date. SEND support: TA/ teacher to work with a group including children with SEN and encourage them and others to be inclusive with discussion – model question and answers and turn-taking.</p> <p>Lesson: Class contract – already saved</p>	<p>Identifying Deciding Devising Collaboration Teamwork</p>	<p>family class school groups rules safety mutual respect community</p>		
2/3	<p>What makes me, 'me'?</p> <p>can identify my strengths and challenges. What am I good at? What do I find challenging?</p>	<p>Main lesson purpose: To devise their own Butterfly dreams To understand ways in which they are all unique; understand that there has never been and will never be another 'them' Lesson: Use the similarities and differences Story – Something else, as a hook. Ask children to think about what makes them similar and different? Ask children to choose one person in class and share a strength they think they have. Or pick a child and ask people to share their strengths (choose children who may need a confidence boost. Teacher and TA can start by modelling what they would say about each other) Children then to look through butterfly dream examples on IWB from past butterflies and think about their own dreams. Main lesson: completing butterflies (may be useful to get children to write dreams in books, to be marked and then edited and copied onto butterflies). SEND support: Support children who may need a scribe. Use talk partners imaginatively to support children who may find coming up with ideas tricky and have copies of butterflies from previous years and older years on tables as examples.</p>	<p>Understanding Recognise Reflection</p>	<p>Individuality individual unique different family home culture religion</p>		
4	<p>Who is important to you?</p> <p>I can identify special people. I know who is special to me. I know who I can trust</p>	<p>To identify and understand the importance of communities such as family and school. Starter: Show children photos of plain clothes people and policemen, etc. Ask, 'who would you go to first for help? Why?' (*If children deliberately don't say policemen, it may be because parents are negative about law enforcement so this will be a signaller for teachers either way.) Show slide with other professionals who work in the community. Why do they wear uniforms? Main lesson: 'It's great that we have people in the community that we can trust, but we will all have special people unique to us.' Teacher to share their's: E.g. 'My mum and my Uncle for when I am sad, my best friend for when I need advice or a laugh and my colleagues for help with my work.' Ask children to think about someone/ a couple of people at home, at school (chance to remind them of Nurture poster) and one other that they don't live with. (*Teacher will be able to gauge from this the child's wider circle, i.e if they have family support other than at home.) Children to fill out profile in books of these special people, having seen teacher's one. Plenary: Children to ask each other about their special people. SEND support: Prior discussion about who they think supports them. Possible have photos of special people for them for lesson to stick in and write underneath.</p>	<p>Identifying Comparing Enquiring Giving reasons</p>	<p>family class school groups community similarities differences</p>		

5	<p>What makes us all the same?</p> <p>I can identify the similarities all humans share. I understand that the experience of being human means that we share emotions and reactions</p>	<p>Use Similarities and differences Story – Something else, as a hook again and ask children to recap learning from last lesson about what makes them different. Also link to Assembly: Zones of Regulation – different emotions we experience as humans</p> <p>Main lesson purpose: To Understand what all humans have in common - ways in which we are the same as all other people.</p> <p>Teacher to show photo of 2 people who look very different. Ask children to comment. They may pick up on marked differences first. Then ask them to look for similarities. They will probably begin with physical features: two eyes, a nose, etc. Then ask them to think about what else might be similar, E.g they will both laugh when they find something funny (it might not be the same thing they find funny though!)</p> <p>Open up discussion, eliciting responses to do with human experiences and emotions and show a range of photos of different families and people. Include ethnic minorities, same sex parents, different ages etc. SEND support: For discussion, think carefully about talk partners and have TA circulating to help with stem sentences. Model sentences and have them displayed on board.</p>	Comparing Classifying Distinguish	similarities same groups features physical features emotions routine care		
6	<p>Why is it important to respect fellow humans?</p> <p>I can identify and respect the differences and similarities between people I can respect others for their differences</p>	<p>link to RE – understanding that different people have different beliefs and we must respect these</p> <p>Recap on last lessons: What makes us the same? What makes me different? Starter: More discussions around pictures of a range of people with different backgrounds, to follow on from last lesson. Main lesson: Teacher to pick a pupil and say one way they are similar to each other and one way they are different. E.g “I am similar to Joe because we both have brown hair and we both own a dog! We are different because Joe’s family is from Spain and my family are from Poland. I respect Joe because he is in my class and part of my team! I also respect him because he is kind.” Ask children to complete similar sentences about a chosen partner (teacher/TA to decide who best to go together). Give the sentence stems to help. If times, have a template in books for children to fill out with these details: I am similar to (name); I am different from (name); I respect (name) because... Plenary: share some of the respect sentences – teacher to make a note of these for class display. SEND support: With TA, targeted children to have very important job of going around room and asking for the ‘respect’ sentences. These can then be shared and used for display. (Choose children who find communication difficult or with EMH needs to secure their literacy in these themes)</p>	Comparing Reflecting	differences similarities religion beliefs culture		
7	<p>Who is responsible for looking after me and keeping me safe?</p> <p>I understand who can help in wider society: Which ‘special people’ work in my community?</p>	<p>Recap on lesson 2 using the same slides to start a discussion. Then introduce that we are having a very special visitor to talk about who to trust in the community. Main lesson: School PC to visit and educate: how people contact those special people when they need their help, including dialling 999 in an emergency. Teachers to brief police before visit on lesson objective. Children to be allowed to ask questions. SEND support: Pre-teach to reassure children about visitor if needed. Generate questions they might like to ask prior to visit.</p>	Recognising Identifying Listening Questioning	community emergency services police community officers fire services hospital doctors		

Assessment Opportunity

Class and peer discussion

Plenty of opportunity for recapping on previous lessons

Recapping on visits through discussion and activities

RELIGIOUS EDUCATION

[Back to top](#)

Unit Topic	Marvellous Me	Year:	1	Term:	Autumn
Key Question	What do Christians believe God is like? Christianity				
Relevance	Why am I special (Marvellous Me)/ Why is God special?				
Engagement/Enrichment	Ask children about their favourite books. Books that are special to them/ Christians also have a special book.				
Key concepts	Worship, forgiveness,				

EYFS	
Autumn Week 6 and 7 – Children will have already learnt about Christmas as a Christian celebration. Will already know the term Christianity. Spring Week 6 – children will already have learnt about Easter as an event and will be familiar with the term Christianity.	
Links to Prior Learning	Preparation for Future Learning
<ul style="list-style-type: none"> Story telling – Special stories (EYFS) (EYFS) – religious differences → different gods/ Christian God Reception – Why is the word ‘God’ important? 	<ul style="list-style-type: none"> Who do Christians say made the world (Y1 – Summer 1) – Knowing who God is. Year 3 – Autumn → Other parables/ bible stories. Year 4 → Spring 1 – What is it like for someone to follow God? Year 4 – Summer 1 – Trinity Year 5 – Autumn 1 – God is holy and loving Year 5 – Spring 2 – Why do some people believe in God and others not?

	Key Knowledge	Lesson Content and Outcome	Key Skills	Key Vocabulary	Working Towards The Expected Standard	Working Above The Expected Standard
1	<p><u>How do Christians worship God? Christians believe in God and worship him at a church. Their special book is the Bible.</u></p>	<p><u>Understanding Christianity</u> Children to be introduced to the fact that Christians believe in God. How can we find out information on anything? Internet/ word of mouth/ books Christians have a special book called the bible – they use it to find out about God. Their special place is called a church. <u>Outcome</u> Write/ match one sentence to each picture (God/ bible/ church) Ext. Add one picture/ sentence of their own if they know any extra information about God/ Christianity. <u>SEND – Have sentences already written, ready to match.</u></p>	<p>Identify Retell Compose</p> <p><u>Interpret – Saying what an object means or explain a symbol</u></p>	<p>Christianity God worship Bible church</p>		
2	<p><u>Why did the father forgive his lost son? Should everyone always be forgiven? To know what a parable is and to be able to tell one parable – The Lost Son</u></p>	<p><u>Understanding Parables</u></p> <ul style="list-style-type: none"> Recap on why we read books/ the bible? To learn about God. Introduce the idea that a story we learn from is called a parable. Read children a storybook of the Lost Son. On whiteboard, order scenes from story. Get children to act out one scene per group. <p><u>Outcome</u> Create cartoon strip/ order pictures to retell the story of the lost son. Write one sentence to explain what this shows God is like. Ext. Can they think of any other stories they know that they might learn from? <u>SEND- Have pictures and sentences ready to order and match.</u></p>	<p>Recap Recite Create/Summarise Illustrate Consider</p> <p><u>Investigate – Using sources as a pathway to answers</u></p>	<p>Christianity God worship Bible church parable</p>		
3	<p><u>How do Christian's actions show that they follow God? To realise how Christians show their belief in God and what he is like through their actions.</u></p>	<p><u>Christian Beliefs</u></p> <ul style="list-style-type: none"> Recap on last lesson. What word did we use to describe God? Forgiving Add to spider diagram other words children think Christians might use to describe God. Watch a video on what happens inside church. Create bank of ideas (with pictures) on IWB to note down what they saw Christians doing which shows how glad they are that God loves them. Singing, praying, read the bible etc. <p><u>Outcome</u> Sort pictures into two groups: Things Christians do to show they are glad God loves them/ Things that don't show this. Alternatively, write a sentence by different pictures to say what the picture is showing. Ext. What can Christians do outside of church to show they are glad God loves them?</p>	<p>Recap Notice Collaborate Sort</p> <p><u>Synthesising – Notice similarities between stories and practices from religions.</u></p>	<p>Christianity God worship Bible Church parable forgive pray</p>		
4	<p><u>What can we all learn from 'The Lost Son'? To reflect and be able to state the ways they can learn from the parable of the Lost Son.</u></p>	<p><u>Personal Learning</u></p> <ul style="list-style-type: none"> Re – read their stories of the Lost Son. What did this show us about God? What can WE learn from the Lost Son? Create class bank of ideas of things we can forgive people for. <p><u>Outcome</u> In books, create own bank of ideas of things we can forgive people for. Ext. How can we show we have forgiven people? <u>SEND – Sorting images into two groups.</u> <u>Final Question</u> What do Christians believe God is like?</p>	<p>Recap Interpret Transfer Demonstrate</p> <p><u>Evaluate – deciding if they have learnt something from 'The Lost Son'.</u></p>	<p>Christianity God worship Bible church parable forgive pray</p>		

	Key Knowledge	Lesson Content and Outcome	Key Skills	Key Vocabulary	Working Towards The Expected Standard	Working Above The Expected Standard
1	<p><u>What is the bible and why is it important to Christians?</u> Understand that Gospel means Good News and this is part of the Bible. It is full of stories. Retell the story of the Tax Collector.</p>	<p><u>Tell Stories from the Bible</u></p> <p>Remind children of prior learning. We can learn about God from the Bible. Christians learn how to live from the bible. Read children the story of the Tax Collector.</p> <p><u>Outcome</u> Create cartoon strip/ order pictures to retell the story of the Tax Collector. Ext. What does God want Christians to learn from this?</p> <p><u>SEND – only have to order pictures.</u></p>	<p>Identify Retell Compose</p> <p>Interpret – explain what an object is/ means.</p>	<p>Christianity God worship Bible church parable forgive pray Gospel Good News</p>		
2	<p><u>How do Christians act towards others? Why do they do this?</u> Children should know teachings from the Gospel. They must know what this means to Christians and how they act in response to this.</p>	<p><u>How Christians Follow Teachings From the Gospel</u></p> <p>Read story to children about sharing from bible. (Gold coin lady) What three things have we learnt this year so far that God wants Christians to be? <u>Forgiving/ friendly/ generous</u></p> <p>How do Christians show this through their actions? Eg Food banks/ helping charities/ praying – link to last unit.</p> <p><u>Outcome</u> Draw a label picture showing what Christians do. Ext. Which examples might only Christians do? Which examples can anyone do? <u>SEND – Can use pre made stickers instead of writing/ use inprint to help with key phrases.</u></p>	<p>Recap Read Illustrate Label</p> <p>Expressing – Saying what words or actions might mean to believers.</p>	<p>Christianity God worship Bible church parable forgive pray Gospel Good News</p>		
3	<p><u>Can everyone learn something from the Gospel?</u> Children must know that even though only Christians believe in the Gospel teachings, everyone can learn something from them.</p>	<p><u>Good News for Everyone?</u></p> <p>Have adults in to explain what they do to help other people. (Mary (hostel)/ Clare (charity) etc?) Which of the qualities have we learnt about they are showing here? Do they do it because they are Christians or just because they want to be good people? Create bank by photos of adults of what they do.</p> <p><u>Outcome</u> Write one sentence by each photo in book to explain what different adults do. Ext. What can they do/ learn from the 'good news'?</p> <p><u>SEND – Sentences with missing gaps/ Video record them explaining.</u> <u>What is the 'Good News' Jesus brings?</u></p>	<p>Listen Notice Match Compose</p> <p>Evaluate – what can non-Christians learn from the Gospel?</p>	<p>Christianity God worship Bible church parable forgive pray Gospel Good News</p>		

Unit Topic	Marvellous Me	Year:	1	Term:	1
Key Question	What makes something special to me? How does smell affect taste?				
Relevance	PSHE - Special makes and how special places make us feel				
Engagement/Enrichment	Walk to Kingston market to examine how different fruits and vegetables are sold				
Key concepts	Locality International Seasons Personal				

EYFS - Nursery Prior Learning for Food Technology

Role-play area of a kitchen in the classroom - children to explore the use of a kitchen and experiment.

In Nursery, children making foods weekly - adult showing them how to turn on the ovens and explaining they get hot and how to keep safe

Snack time - personal hygiene - how much soap for washing hands, rolling up sleeves - begins as whole class - children become more independent

Choices between milk and water, then washing up their cup

EYFS - Using a range of construction, begin stacking, blocking and creating spaces, joining pieces together, realising tools can be used for a purpose

Reception - Selecting tools needed to join materials

Reception - Autumn 1 - Understanding the world - exploring and learning about different cultures - including food tasting

Reception - Spring 1 - Using junk modelling to create different transportation

Reception - Spring 2 - Expressive Art & Design - Still life drawing of fruit and vegetables

YR 1 - Current learning - seasons

Children understand fruit from choosing and eating fruits daily at school

DT Skills:

- Understanding how to identify features
- Following a recipe
- To have a good understanding of foods from around the world - [links to geography](#).
- Children to have a good understanding of food safety e.g. cutting and washing hands before dealing with food ([PSHE link - YR 2 - Summer](#)).
- [YR 2 - Spring - Science](#) - Everyday materials - which materials would be good for making a house because they are strong?
- Beginning whole school approach to everyone accessing food technology



	Key Knowledge	Lesson Content and Outcome	Key Skills	Key Vocabulary	Working Towards The Expected Standard	Working Above The Expected Standard
1.	<p><u>Hook</u></p> <p>What are the features of a room?</p> <p>A room needs light so people can see, radiators for heat</p> <p>Different room in the house have different functions.</p>	<p>L.O: I can identify the features of a room. Children to bring in a picture of their favourite room in their homes and to find a picture of a room they like in general (a room at Buckingham Palace, a room in a story, a room at a museum). Children to guess the room. Looking at key clues highlighted by teacher.</p> <p><i>History link: children can compare different living rooms, bedrooms, or kitchen and look at how they have changed over periods.</i> Defining the term 'feature'. To have the different rooms stuck around the classroom (like an art gallery). Children to discuss similarities and differences between their favourite rooms. Children to discuss which room they like the most and why.</p> <p>Outcome: Children to identify key features within a successful room.</p> <p>Challenge: Children to be able to compare rooms around the world or from different types of houses e.g. living room in a mansion to flat or worldwide e.g. living room in England compared to a living room in a shantytown in Brazil.</p> <p>LA: To be supported with Inprint (matching activity)</p>	<p>Draw on their own experience to help generate ideas - children to discuss why it is their favourite room.</p>	favourite room feature		
2.	<p><u>Research</u></p> <p>What makes a room in a house successful?</p> <p>Understanding the term successful</p> <p>Different types of rooms in a house</p> <p>Who, how, what, where</p>	<p>L.O: I can research how a room becomes successful. Children to look at images of rooms they are going to make and to think about the questions they would ask about the product: what, how, why, where? Children to think about what they like and dislike about different types of rooms.</p> <p>Outcome: In books, children to have the images they have looked at and are to write their thoughts from class discussion. Challenge: Children to justify why a room in their house is still successful compared to a room in Buckingham Palace. LA: To use Inprint to label the successful elements of a room</p>		research product		
3.	<p><u>Design Brief</u></p> <p>What would make my own successful?</p> <p>What features will include?</p> <p>Why will this make my room successful?</p>	<p>L.O: I can create a design brief for my favourite room design. Children to create a design brief to think about what their favourite room must include. Link to Lesson 1 and the key features of a room.</p> <p>Outcome: Children to create a design brief in book with 3 ideas of what their design must include. Challenge: Children to justify their choices using the word 'because'. LA: To work with an adult to discuss 3 things they want to include in their design.</p>	<p>Develop their design ideas applying findings from their earlier research</p>	design criteria		

4.	<p><u>Planning</u></p> <p>How can I include features of a room in my plan? What main features will be included? How will I create these features? What materials will I use?</p>	<p><u>L.O:</u> I can plan my favourite room based on my design brief. Children to use template worksheet to create their favourite room. Children to think about the different colours, objects and shapes within the room. Children to list equipment what they will need to make their rooms. Outcome: Worksheet in book of plan - labelled Challenge: Children to think about the tools they would need to make their room. LA: To draw their design and adult to support with labelling</p>	<p>Suggest ideas and explain what they are going to do</p>	<p>plan room colours objects template equipment</p>		
5.	<p><u>Create</u>How can I create a model room using my design brief and plan? What techniques will I use to make my room? What will I do if I face a problem?</p>	<p><u>L.O:</u> I can create my favourite room based on my design. Children to show their design to their talk partner and to explain the steps they are going to follow to make their rooms (verbal explanations). Children to make their favourite room using shoe boxes and other mater Use tools e.g. scissors and a hole punch safely assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape ials (e.g. card, paper, materials)</p> <p>Outcome: Picture of room to be put in book</p>	<p>Make their design using appropriate techniques</p>	<p>create make cut stick join</p>		
6.	<p><u>Evaluation</u></p> <p>Was my house successful? Strengths and weakness of my design Meeting the design brief Was my design effective?(what does effective mean?)</p>	<p><u>L.O:</u> I can evaluate my favourite room</p> <p>Children to evaluate their favourite room with structured questions. Children to think about how they could improve their design for next time. Children to ensure it has met their design brief.</p> <p>Outcome: Evaluation sheet in book.Challenge: Children to think if their design works in reality LA: Visual Worksheet. Children to be supported by with an adult and Inprint.</p>	<p>Evaluate their product by discussing how well it works in relation to the purpose</p>	<p>evaluate</p>		



	Key Knowledge	Lesson Content and Outcome	Key Skills	Key Vocabulary	Working Towards The Expected Standard	Working Above The Expected Standard
1.	<p><u>Hook</u></p> <p>Where do fruits come from? Children to recall knowledge of different fruits through sight and taste (Science link). Do all fruits grow in the UK? Why do some fruits only grow in hot countries?</p>	<p><u>L.O:</u> I can explain where different fruits come from.</p> <p>Children to explore different images of fruits and look at their locality from around the world (Geography link). PSHE link (SUM) - to healthy eating and eating 5 a day. Children to draw on when fruits are grown - linked to seasons. Outcome: Children to taste different fruits and then assess the tastes by putting a happy or unhappy face next to particular fruits (accessible for all) children to complete sheet as a class. Challenge: Children to think about why all fruits don't grow in the UK</p>	<p>Draw on their own experience to help generate ideas of fruits.</p>	<p>fruit vegetable tasting juicy crunchy sweet hard soft peeling cutting skin seed pip</p>		
2.	<p><u>Design Brief</u></p> <p>What will my fruit kebab look like? What fruits will I choose? What patterns will I create?</p>	<p><u>L.O:</u> I can create a design brief for my fruit kebab. Children to receive a letter from a character asking them to create a fruit kebab. Children to discuss what their kebab needs to look like and include. Outcome: Design brief in book Challenge: Children to justify their choices using the word 'because'. LA: To work with an adult to discuss 3 things they want to include in their design.</p>	<p>Identify a target group for what they intend to design and make</p>	<p>Plan Design <u>Teacher Vocabulary</u> criteria planning designing</p>		
3.	<p><u>Planning</u></p> <p>How will I make my kebab? How will I cut my fruits (size of fruits)</p>	<p><u>L.O:</u> I can create plan my fruit kebab. Children to look at their design brief and begin planning (by drawing). Children to label their designs with the different fruits they are using. Children to list the different tools they will need in order to make their kebab.</p> <p>Outcome: Children to have a labelled drawing in book of design. Challenge: Children to think about the tools they would need to make their room. LA: To draw their design and adult to support with labelling</p>	<p>Suggest ideas and explain what they are going to do in order to make kebabs.</p>	<p>plan label choosing equipment utensils</p>		
4.	<p><u>Safety lesson</u></p>	<p><u>L.O:</u> I can identify how to be safe in a kitchen (class discussion). Children to discuss how to be safe in a kitchen and how to be safe with equipment in a kitchen. Not walking with knives. Being aware of hot</p>		<p>safety hygiene clean</p>		

	<p>How can I keep safe in a kitchen environment? Using a knife safely Kitchen safety</p>	<p>surfaces Outcome: Class discussion for all. Follow safe procedures for food safety and hygiene Use basic food handling, hygienic practices and personal hygiene</p>				
5.	<p><u>Create</u></p> <p>How can I make my kebab look successful? What techniques will I use to make my kebab? What will I do if I face a problem?</p>	<p><u>L.O: I can make a fruit kebab.</u> Children are to refer to plans and are to begin making their kebabs. Children to use different skills such as cutting, breaking and peeling to make their kebabs. Children to think about the size of their fruits in order to put them on a skewer. Outcome: Picture of kebab in books. Select and use appropriate fruit and vegetables, processes and tools</p>	<p>Make their design using appropriate techniques</p>	<p>cutting peeling squeezing slicing arranging choosing</p>		
6.	<p><u>Evaluation</u></p> <p>Was my kebab successful? Strengths and weakness of my design Meeting the design brief Was my design effective? (what does effective mean?)</p>	<p><u>L.O: I can evaluate my fruit kebab.</u></p> <p>Children to evaluate their kebab with structured questions. Children to think about how they could improve their design for next time.</p>	<p>Evaluate their product by discussing how well it works in relation to the purpose</p>	<p>evaluate</p>		

Assessment Opportunity

Finished product to reflect children work.

Marking - Achieved (A) Partially achieved (PA) Not achieved (NA)

Look on document at key skill to identify if child is meeting skills in DT. Make personal notes or write in child's book next to OLI when marking - e.g. - '☺ mark out accurately' or 'NS - choosing appropriate tools'.

Oracy opportunities

Making favourite room

Why is this your favourite room? What makes a room a great room? What do all room include?
What makes a room special for me (the child)?

Books - OLI, worksheets, picture of final product

Fruit kebab lesson

Children to think about their prior understanding of different fruits. Children to share their own experiences of the fruits they have had. Children also to think about fruits they have eaten only in other countries and to think about why they might have only eaten them in another country.

Safety in the kitchen - think about what they know already

Questioning - what must we do to remind them to be safe in a kitchen environment?

Books - OLI, worksheets, picture of final product

Links to other subjects

Designing room

- English text?
- History - Children can compare rooms from different periods of time - how has the living room changed over time?

Fruit kebab

- Science + Geography - Seasons - Fruits grow in different climates and seasons
- PSHE - Health eating, food safety - hygiene

Useful resources

Images on Google of fruit kebabs