

Overall Intent:	For pupils to understand why Autumn is a special time of year for many people who live in Leicester.	
Starter/Launch:	Pupils to participate in a game scenario whereby they must guess the seasons from clues.	
Core Texts:	All Kinds of Beliefs, Science Through Stories, Tree: Seasons come, Seasons go, Weather and Seasons.	
Key Concepts:	Power, Democracy, Justice, Beliefs, Morals, Respect, Choices, Conflict, Fairness, and Impact.	
Outcome Pieces:	Science – Green Screen Weather Report Poster – Mahatma Gandhi Art – Clay Diva	
Enrichment:	School Environment – Walk around as part of weather. Visitor – Someone to discuss the arrival of Hindus and/or the influence of Gandhi on Leicester.	
Subject Area:	Statements:	Key Vocabulary:
Science	Intent:	For pupils to build upon their understanding of the four seasons focusing upon Autumn and practically record the weather in Autumn.
	<p>Seasonal Changes:</p> <p>Science Element</p> <ul style="list-style-type: none"> • Can I explore and explain the four seasons? • Can I name and match objects associated with the key features of each season? (including day length) • Can I identify features of Autumn in the local environment? <p>Geography Element</p> <ul style="list-style-type: none"> • Can I explore the weather in the United Kingdom in Autumn? (see working scientifically document) • Can I record daily weather on a class chart using weather symbols? (weather type, day length, temperature etc.) (see working scientifically document) • Can I create a weather report to represent my weather chart? (green screen?) • Can I explain when Autumn is and describe what it looks like? (using the chart) 	Autumn, Winter, Spring, Summer, Weather, Seasons, Hot, Cold, Rain, Snow, Windy, Cloudy, Storm, Thunder, Lightning, Sleet, Compare, Record, Observe, Temperature, Thermometer
	National Curriculum:	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • observe changes across the 4 seasons. • observe and describe weather associated with the seasons and how day length varies.
Geography	Intent:	
Rowlatts Passport: Africa – South Africa	National Curriculum:	
History	Intent:	For pupils to explore the life of a key hero understanding their importance to people in Leicester.
Hero: Mahatma Gandhi	<ul style="list-style-type: none"> • Can I look at the life of Mahatma Gandhi and create a timeline of key events? (key dates, family, etc) • Can I explain why he is a significant figure for many people in Leicester? • Can I explain why there is a statue of Gandhi in Leicester? 	A long time ago, Last week, Yesterday, Today, Change, Over time
Remembrance Day:	Learning Link – Partition of India and Pakistan (Rowlatts Passport Autumn One)	
	National Curriculum:	<i>Pupils should be taught about:</i>

Arch of Remembrance		<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people, and places in their own locality.
Design Technology	Intent:	
	National Curriculum:	
Art	Intent:	For pupils to practice the modelling process of clay before designing and making a Clay Diva.
	<p>Clay Divas</p> <ul style="list-style-type: none"> Can I explore Clay Divas? Can I identify the key features of Clay Divas? Can I practise modelling with clay? Can I design a Clay Diva? Can I make a Clay Diva? Can I evaluate my piece of artwork? 	Paint, Brush, Variety of tools, Texture, Create, Shade, Colour, Different medium, Artist, post-impressionism
	National Curriculum:	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products. to use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Music	Intent:	For pupils to understand certain terms in music and be able to identify several instruments in a given piece of music.
	<ul style="list-style-type: none"> Can I appraise a piece of music? (Lovely Listening) Can I understand the terms pitch, volume, and tempo? (practical activity) Can I recognise musical instruments by the sound they make? Can I listen with concentration to Vivaldi's Four Seasons? Can I explore how the Four Seasons was created and which instruments are being played? Can I express whether I like or dislike it? 	Volume, Tempo, Pitch
	National Curriculum:	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PSHE	Intent:	For pupils to understand the difference between a secret and a surprise.
		<ul style="list-style-type: none"> Can explain the difference between a secret and a surprise?
	National Curriculum:	See PSHE Document.
Religious Studies	Intent:	For pupils to increase their understanding of the Hindu faith through knowledge, experience and stories.

	<ul style="list-style-type: none"> • Can I understand what celebrations are? (explore all – birthday, wedding, religious festivals etc.) • Can I explain what a Hindu is? • Can I identify objects/religious symbols from Hinduism? • Can I describe what a Murti is? • Can I explain why Hindus have Murtis of the gods and goddesses? • Can I explain what happens when Hindu people worship? (using puja tray/shrine at home) • Can I describe why a home is a special place? What makes my home special? • Can I explore what a mandir is? How does worship express thanks? • Can I understand the meaning of the Diwali Story? • Can I interview a follower of Hinduism to find out more? (Mrs Soni) • Can I discuss what I have learnt from the Hindu stories, symbols and sharing? <p>Local Link – Belgrave Road/Ghandi Statue</p>	<p>Hindu, Mandir, Diwali, Diva, Rangoli Pattern, Rama, Sita, Ravana, Brahma, Vishnu, Shiva</p>						
	<p>National Curriculum: See SACRE Document.</p>							
<p>Computing</p>	<p>Intent:</p>	<p>For pupils to understand and be able to use digital painting to produce a picture.</p>						
	<p>E-Safety – Project Evolve Strand 3 – Online Reputation Strand 4 – Online Bullying See Project Evolve Document.</p> <p>Teach Computing Unit: Digital Painting</p> <table border="1" data-bbox="338 879 1339 1249"> <tr> <td>Can I describe what different freehand tools do?</td> </tr> <tr> <td>Can I use the shape tool and the line tools?</td> </tr> <tr> <td>Can I make careful choices when painting a digital picture?</td> </tr> <tr> <td>Can I explain why I chose the tools I used?</td> </tr> <tr> <td>Can I use a computer on my own to paint a picture? (linked to a festival)</td> </tr> <tr> <td>Can I compare painting a picture on a computer and on paper?</td> </tr> </table>	Can I describe what different freehand tools do?	Can I use the shape tool and the line tools?	Can I make careful choices when painting a digital picture?	Can I explain why I chose the tools I used?	Can I use a computer on my own to paint a picture? (linked to a festival)	Can I compare painting a picture on a computer and on paper?	<p>Paint Program, Tool, Paintbrush, Erase, Fill, Undo Piet Mondrian, Primary Colours, Shape Tools, Line Tool, Fill Tool, Undo Tool, Henri Matisse, Shape Tool, Wassily Kandinsky, Feelings, Colour, Brush Style Georges Seurat, Pointillism, Brush Size, Pictures, Painting, Computers, Like, Prefer, Dislike</p>
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	<p>National Curriculum: <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content 							



Sequence of Lessons			
Subject	Learning Challenge	Outcomes/Evidence (where?) Options: Books/Display/Twitter/Non-Recorded	Concepts
Starter/Launch	See Above.	Twitter.	
1. Religious Studies	Can I understand what celebrations are? (explore all – birthday, wedding, religious festivals etc.)	Floor Books	Heritage, Beliefs, Respect, Choices, Curiosity, Diversity
2. Religious Studies	Can I explain what a Hindu is?	Non-Recorded	
3. Religious Studies	Can I identify objects/religious symbols from Hinduism?	Books	
4. Religious Studies	Can I describe what a Murti is?	Books	
5. Religious Studies	Can I explain why Hindus have Murtis of the gods and goddesses?	Books - Bubble	
6. Religious Studies	Can I explain what happens when Hindu people worship? (using puja tray/shrine at home)	Twitter	
7. Religious Studies	Can I describe why a home is a special place? What makes my home special?	Floor Books	
8. Religious Studies	Can I explore what a mandir is? How does worship express thanks?	Books	
9. Religious Studies	Can I understand the meaning of the Diwali Story?	Books	
10. Religious Studies	Can I interview a follower of Hinduism to find out more?	Twitter	
11. Religious Studies	Can I discuss what I have learnt from the Hindu stories, symbols and sharing?	Twitter	
12. History	Can I look at the life of Mahatma Gandhi and create a timeline of key events?	Twitter	Choices, Impact, Fairness, Justice, Freedom
13. History	Can I explain why he is a significant figure for many people in Leicester?	Non-Recorded	
14. History	Can I explain why there is a statue of Gandhi in Leicester?	Books	
15. Art	Can I explore Clay Divas?	Sketch Books	
16. Art	Can I identify the key features of Clay Divas?	Sketch Books	Curiosity
17. Art	Can I practise modelling with clay?	Sketch Books	
18. Art	Can I design a Clay Diva?	Sketch Books	
19. Art	Can I make a Clay Diva?	Sketch Books	
20. Art	Can I evaluate my piece of artwork?	Sketch Books	
21. Science	Can I explore and explain the four seasons?	Twitter	Curiosity, Change
22. Science	Can I name and match objects associated with the key features of each season? (including day length)	Books	
23. Science	Can I identify features of Autumn in the local environment?	Books/Display	
24. Science	Can I explore the weather in the United Kingdom in Autumn? (see working scientifically document)	Display	
25. Science	Can I record daily weather on a class chart using weather symbols? (weather type, day length, temperature etc.) (see working scientifically document)	Display	
26. Science	Can I create a weather report to represent my weather chart? (green screen?)	Twitter	
27. Science	Can I explain when Autumn is and describe what it looks like? (using the chart)	Books	
28. Music	Can I understand the terms pitch, volume, and tempo? (practical activity)	Non-Recorded	Curiosity
29. Music	Can I recognise musical instruments by the sound they make?	Non-Recorded	
30. Music	Can I listen with concentration to Vivaldi's Four Seasons?	Non-Recorded	
31. Music	Can I explore how the Four Seasons was created and which instruments are being played?	Books	
32. Music	Can I express whether I like or dislike it?	Books - Bubble	
33. PSHE	Can explain the difference between a secret and a surprise?	Floor Books	Choices, Impact

Year 1 Unit Plan: A special time of year. (8 weeks)



Computing Unit	Can I describe what different freehand tools do? Can I use the shape tool and the line tools? Can I make careful choices when painting a digital picture? Can I explain why I chose the tools I used? Can I use a computer on my own to paint a picture? (linked to a festival) Can I compare painting a picture on a computer and on paper?	Exercise Books/Floor Books/Twitter.	
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