

Owls

"Let's Go On An Adventure!"

Foundation Subject Organiser Autumn 1

Geography: Local Area and Our School

Knowledge of the local area; map-making; field work

National Curriculum Key Skills:

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Knowledge Organiser:

- I can recognise 3 familiar places in the local area
- I know the school address
- I can write my own address and explain what each line shows
- I can say 3 things I know about our local area
- I can find 3 places on a street map
- I can use compass directions to follow simple instructions
- I can describe features of the classroom
- I know what "aerial view" means
- I can find key features on an aerial photograph
- I can use an aerial plan
- I can use fieldwork skills to observe areas and uses of space in our school
- I can draw an aerial plan /map of our school
- I can label my map
- I can use direction words to describe a route
- I can show a route on a map
- I can find different routes using a map

Computing: Word Processing

Typing, saving, editing and formatting

National Curriculum Key Skills:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

Knowledge Organiser:

- I can type with two hands
- I can use shift, space and enter correctly
- I can use undo and redo
- I can make text bold, italic or underline
- I can save my work in my folder
- I can edit my work using backspace, delete and the arrow keys
- I can format the font
- I can select single words
- I have some knowledge about the location of letters and symbols on the keyboard
- I can select text in different ways

Science: Animals Including Humans

Ourselves

National Curriculum Key Skills:

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

Working Scientifically:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Knowledge Organiser:

- I can observe changes in the human body over time
- I can label basic parts of a human body
- I can notice patterns e.g. between hand and foot size
- I can collect data
- I know the 5 senses and which part of the body is associated with them
- I know that senses can be impaired
- I can sort and classify

DT: Modelling

Designing, making, evaluating

National Curriculum Key Skills:

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable

Knowledge Organiser:

- I can design a model and communicate my ideas through talking and drawing
- I can talk about the properties of different modelling materials
- I can select materials appropriate for my design
- I can cut and join materials together
- I can improve my model if necessary
- I can make my model strong enough to stand up and be stable
- I can evaluate my model and say what I could do better next time

Music: Using Voices Expressively

Singing

National Curriculum Key Skills:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

Knowledge Organiser:

- I can use a variety of voices
- I can match my movements to a rhythm
- I can recognise a phrase length
- I can copy a phrase (clapping / singing)
- I can follow signals from a conductor
- I keep in time with others when we sing together
- I can perform actions while I sing
- I can clap a beat
- I can maintain my line while another group sings a different part
- I can recognise low and high, loud and quiet
- I can say how I feel when I listen to music
- I can use expression when singing
- I can talk about the moods and feelings expressed by music
- I can perform appropriate movements to music
- I can recall a short sequence of actions, sounds or notes

RE: Christianity

Harvest

Bromley Agreed Syllabus:

Theme Unit: Year 1 Why are we Thankful?

Knowledge Organiser:

- I can recognise what we should be thankful for
- I can give different ways for showing we are grateful
- I know that Christians are grateful to God
- I can say what is celebrated at Harvest time
- I know how Christians celebrate Harvest

Power of Reading Quality Text: How To Find Gold

Genre Focus: Instructions

Maths Focus: Counting and sequences, addition and subtraction, measuring, money, time, shape

AWE AND WONDER MOMENTS!

Treasure Hunt (with Robins)
Making sea monsters
Map making
Jam sandwiches
Forest School (fortnightly)

Other Enrichment Opportunities

Life Bus
Culture Week activities
Mad Science Assembly
Jujitsu
Drama Workshop: Under the Sea
Big Me day: visiting policeman and firefighters/fire engine