

## Science

### Light and Dark

Distinguish between an object and the material from which it is made.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Describe the simple physical properties of a variety of everyday materials.

#### Additional Information

Children to investigate different sources of light.

Evaluate sources of light.

Sort reflectors and light sources.

Make own reflector.

TASC –

To make a suitable reflector for Bonfire night.

## Computing- E-Safety

- can recognise uses of information technology outside of school.
- can type a simple keyword into a search.
- can use technology respectfully.
- can choose a suitable image/text/video for our topic.
- know not to give my own name or age over the internet.

#### TASC

Use of search engines to find appropriate pictures, given key words.

## History - Guy Fawkes

### TASC

To create a wanted poster for Guy Fawkes.

- events beyond living memory that are significant nationally or globally – gun Powder Plot
- 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 – Guy Fawkes

#### Additional Information

- Sequence the events of the Gun Powder Plot.
- Understand why the men were conspirators.
- Learn about the significance of Robert Catesby.

## D&T

Shadow Puppets

\*design purposeful, functional, appealing products for themselves and other users based on design criteria

\*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 range of tools and \*equipment to perform practical tasks

\*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products

### TASC

To make a shadow puppet.

## Literacy

\* Poetry – Firework poems – rhyming couplets/ anapaestic 4/4/4/4

• Stories from other cultures – Rama & Sita Story/ Recount – trip ?

• Take a book – link to Geography – India = lists captions/labels/ Indian folk story – predictable phrasing.

## Numeracy

- Sequencing/ sorting
- Fractions/ capacity/ volume

Money

- Time
- Assessment Week

## Autumn 2 2014

# *Festival Time*

## Year 1

### Music – Manchester music scheme

*PSHE - SEAL documents*-New Beginnings – Belonging, dealings with feeling of being scared facing something new, accepting compliments, gift and talents.

*RE- Belonging to a Christian Family – Follow Manchester scheme*

### PE-

Dance – Firework Dance, moving to poetry written.

Gym – To Practise basic movements (roll, jump, take

weight on hands, travel close to the floor!)

Outdoor games: To consolidate basic principles.

## Geography- India

- name and locate the world's 7 continents and 5 oceans
- 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
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

#### Additional Information

- Comparing Wythenshawe to a mountainous area of India.
- Children to focus on different features each week – weather, landscape, land use.

### TASC

Over the course of the topic create a fact file on India.