 Year 1 autumn map

Fairy Tales

To begin the topic the children should explore a variety of Fairy Tales through storybooks and videos. Activities around them should be based on reading and comprehension outcomes as well as drama, conversations and art and design work. Word cards and support tools should be made for children to use during their work during this time.

Computing

The children should read and explore the *text Hansel and Gretel (Holly Hobbie)* they should then plan and explore for a bee bot (Hansel and Gretel) to move around and escape from a big fairy tale grid map. Once they have made plans they should execute them using a bee bot on the grid map.

The children should participate in updating the class website each Friday – sharing work they are proud of and ideas they want to express to the wider school community.

Using the *fairy tale texts* and video clips the children should create tally charts about how often different animals and settings appear in fairy tales. They can then expand this to recording their science and observation data on different plants/animals and weather.

Geography

The children should explore the seasons and how they change through fieldwork and experimentation. Keeping track of the weather and length of days in Science experiments and using physical games, carousels and outdoor activities to explore what to expect and experience in the different seasons as well as how to dress appropriately for them. Texts to help explore this include: *A First Book of Nature (Nicola Davis, illustrated by Mark Herald), Tree: Seasons Come, Seasons Go (Patricia Hegarty), Maisy’s Wonderful Weather Book (Lucy Cousins)*

The children should discuss human and physical geographical features they come across in different fairy tales: Forest – Hill – Mountain – River – Ocean/Beach/Coast – City – Town – Village – Farm – Factory – House – Office – Shop (Ensuring they have the opportunity to explore these either physically or through pictures and role-play)

*Texts to help explore this include: Hansel and Gretel (Holly Hobbie), Rapunzel (Paul O Zelinsky), The Three Little Pigs (Richard Johnson), Little Red Riding Hood (illustrated by Mike Gordon), Goldilocks and The Three Bears (James Marshall), Cinderella (Marcia Brown), The Little Mermaid (Lisbeth Zwerger and Anthea Bell)*

Science

The children should go on walks around the school/local area collecting and observing the nature around them that they will have read about in different fairy tales. They should create collage art based on these walks (even using materials they collected from the walks) and then once they have done this they should start looking in depth at common plants and trees around us.

Following on the children should use their Fairy Tale texts again to discuss common fairy tale animals – identifying them and describing them with simple scientific vocabulary where possible.

Texts to help explore this include: *A First Book of Nature (Nicola Davis, illustrated by Mark Herald), RHS The Magic and Mystery of Trees (Jen Green), Trees to Spot (Usborne Minis) (Sam Smith), Flowers to Spot (Usborne Minis) (Sam Smith), Birds to Spot (Usborne Minis) (Sam Smith), British Wildlife: A photographic guide to every common species (Collins Complete Guide) (Paul Sterry)*

The children should explore materials by using their Fairy Tale texts again – exploring a variety of props based on the stories and discussing what materials they are made of and the quality of those materials. Extending to discuss why you would make an object out of one material but not another.

Conduct experiments or fieldwork of tracking the weather/rain/seasons (see full summary in Geography)

The children should also study the human body this half term – linking different parts of their bodies to senses. They should begin by exploring parts of them they can see on the outside *through the text Little Explorers: My Amazing Body (Ruth Martin) and Look Out! How We Use Our Five Senses! (Leon Read and Sean Sims)* before looking at the idea of a skeleton through the text *funny bones*

Art and Design

The children should create collage art based on their Science and Geography work – creating a variety of landscapes inspired by the fairy tale texts they have read. They can collect various natural resources during their Science walks and use a variety of art resources from around the school.

The children should explore drawing and colouring skills set out in the concepts and milestones in their sketchbooks in activities i*nspired by the different fairy tale texts they have explored* – they can imitate the different illustration styles of authors and practice their colouring skills.

The children should edit a fairy tale image pulled from *one of the fairy tale texts* on a computer using the paint application.

History

The children should use classic fairy tales as a source of evidence – what do they tell us about the past? Can we trust EVERYTHING we read in them? What stories might be hidden in them?

This unit is an introduction to the concept of History as a separate subject for our children – it gives them an opportunity to think about sources of evidence and ask questions about the past as well as understand not everything they will read about the past is ‘true’ e.g. there probably wasn’t a troll under the bridge. *Texts to help explore this include: The Billy Goats Gruff (Jane Bingham), Little Red Riding Hood (illustrated by Mike Gordon), Rapunzel (Paul O Zelinsky), The Three Little Pigs (Richard Johnson),*

Outdoor Learning opportunities

Nature walks (resource gathering for collages)/Outdoor Science experiments and resource gathering for biology, chemistry and physics./Armistice day war memorial trip and church visit

Design and Technology

The children should plan/design and create gingerbread houses *linked to the text Hansel and Gretel*