

All About Me/I'm Alive!		Topic Summary:		
Subject Leads: Science/Geography		In this topic children learn about themselves. They explore what we need to stay alive. They find out the names of parts of the human body, and identify the five senses and the parts of the body that work with each sense. They explore their senses in practical experiments and games. They make a timeline showing how humans grow from babies to adults. They think about where they live, in London, England and the UK. They learn their own address and the address of the school. They look at maps of their homes, school, and local area and describe their route from home to school. They discuss the weather and seasons, and focus on the current season. They find out about people who help them keep safe and healthy. They look at portraits by famous artists, and make a self-portrait using a mirror.		
Year Group: 1	Term: Autumn 1			
Trips and visitors	English Non-Fiction genres	English Fiction genres	Key texts	Maths Links
School Nurse	Labels and lists	Significant Author (Shirley Hughes)	Dogger, Alfie Stories, Rosie Stories	Measures

	Statutory National Curriculum <i>(highlight when planning to ensure coverage)</i>	Suggested activities/outcomes <i>(map onto half-termly overview)</i>	Possible Pupil Outcomes	Cross-curricular ICT
Science	Living Things <ul style="list-style-type: none"> explore and compare differences between things that are living, dead, and things that have never been alive Human Structures and Senses identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Human growth and Basic needs notice that animals, including humans, have offspring which grow into adults describe the basic needs of animals, including humans, for survival (water, food air) Working Scientifically <ul style="list-style-type: none"> ask simple questions and recognising that they can be answered in different ways use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> Draw outline of human body – what goes inside? `Share with class and then correct key misconceptions Label human body picture with key features Create a Timeline of human growth – sequence pictures Identify senses and sense organs Carry out some simple tests and activities – feely bag, sound effect games, optical illusions etc Taste sweet and salty popcorn – How can we tell? Discuss being alive –what do we need? Make a class list Compare animal and human babies – what is the same and what is different. Discuss how helpless human babies are compared to animals 	<ul style="list-style-type: none"> Outline drawings with labels Timeline Simple table of test results Lists of key features of being alive Sequence of pictures showing human growth 	<ul style="list-style-type: none"> Online simulations and labelling activities about Human Body Espresso and Purple mash digital resources
History	Finding out about the past <ul style="list-style-type: none"> understand some of the ways in which we find out about the past use a range of sources of information ask and answer questions Significant People <ul style="list-style-type: none"> Find out about the lives of significant individuals in the past who have contributed to national and international achievements know where the people and events they study fit within a chronological framework 	<ul style="list-style-type: none"> Write about/draw some people in your own family - avoid family trees and naming relatives Find out what did parents and grandparents do as children? – create some class interview questions to use with parents and grandparents Make a list of people who help us – nurses, fire-fighters, Describe their jobs and skills – labelled drawing/photo Learn about Florence Nightingale and/or Mary Seacole –biography compare nurses then and now – uniforms etc 	<ul style="list-style-type: none"> Descriptive writing about families Interview questions and responses Lists of people Reports 	<ul style="list-style-type: none"> Digital research Purple Mash Cams
Geography	Locational Knowledge <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, Weather and Seasons <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom Geographical Skills and Fieldwork <ul style="list-style-type: none"> use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<ul style="list-style-type: none"> Locate their own home and London as part of UK and London Locate other countries – put a pin on the class world map for holidays, family links Learn the school/home address and postcode – address a letter or postcard to themselves/school Describe their journey from home to school using directions – trace on a map (Bing Maps) 	<ul style="list-style-type: none"> Annotated UK maps Postcards and letters with school address Annotated maps with routes 	<ul style="list-style-type: none"> Google and Bing Maps Purple Mash postcard activities
DT	Make: select from and use a wide range of materials and components, including ingredients, Evaluate: explore and evaluate a range of existing products	<ul style="list-style-type: none"> Make sweet/salty popcorn – listen/look/smell Taste and describe their favourite fruit 	<ul style="list-style-type: none"> Photos of DT outcomes 	<ul style="list-style-type: none"> Photos of DT outcomes
Art	<ul style="list-style-type: none"> use drawing, painting and sculpture to develop and share their ideas, experiences imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, space 	<ul style="list-style-type: none"> Look at range of portraits – classic and modern – Klee, Picasso etc Use mirror to make a self-portrait in the style of Klee – choose their own media and style 	<ul style="list-style-type: none"> Self Portrait art work Self Reflection 	<ul style="list-style-type: none"> Web Galleries for research Digital Painting