

**Outcome: Create a biography.**

Owls will be exploring their family’s amazing journey. Starting with themselves, they will create a fact file in the shape of a leaf. From this, we will go onto extend our trees to include other family members (siblings, cousins, grandparents etc.).

**Art**  
We will be creating self-portraits and looking at a number of artists and their differing styles. From this, we will gather range of materials to create our self-portraits, inspired by one of the artists.

**Science**  
As part of our research, we will discuss the different body parts and then label them on different portraits. In addition, we will explore our senses and the body part they are attached to.

**History**  
Owls will explore how the past is represented and identify the similarities and differences. We will recall events that have happened in our past.

**PSHCE**  
Using the excellent, Great Big Book of Families by Mary Hoffman, Owls will explore that families come in many different forms. We will discuss that families can look different but we should celebrate these differences.

**Outcome: To create an investigation to test our five senses.**

To support our learning about the senses we will carry out a number of investigations to show how the five senses work.

**Science**  
We will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

We will explore how light and sound interact with the body and how visual and hearing impairment can make tasks more challenging.

As part of this we will explore the life of Helen Keller and how she was able to over come her challenging and live and extraordinary life.

**Outcome: Retell the story of Stick Man**

Using the wonderful Julia Donaldson story, Stick Man, Owls will learn, and using a range of resources retell the tale.

**Writing**  
This Odyssey-like adventure allows us to identify the importance of a beginning/middle/end of a story and introduce the concept of a ‘story mountain’. Through the use of ‘talk for writing’, we will say our sentences before writing them and then read them back to check they make sense. This allows us to check for capital letters and full stops.

**Geography**  
We will explore the settings of the story and compare them to familiar localities, using words and pictures. We will describe the key physical features to identify the area. For example, a beach has sand and a forest has trees.

**D&T**  
We will begin to understand how levers and sliders work when constructing a model of Stickman.



**Outcome: Rewrite the story of Leaf Man**

Carrying on with our literary inspiration, we will reading the story Leaf Man by Lois Ehlert and coming up with our own plot.

**Writing**  
Using the start of the story, Leaf Man used to live near me, in a pile of leaves. But yesterday the wind blew Leaf Man away, we will take Leaf Man on a new adventure adding a middle and an end to our story.

**Art**  
We will gather a range of autumn leaves and other natural materials to create our own ‘Leaf Man’ and the new characters he meets on his journey.

**Computing**  
Once we have created our characters and devised our story we will use the iPads to capture our images where we can then record our telling of the story against the image. Through this, we will also use this opportunity to use computers safely.

**Science**  
We will observe the changes throughout the seasons and discuss why some leaves change colour. This enables us to investigate the difference between deciduous and evergreen trees and to look at how we can group trees, based on this information.



***Year 1 – Autumn  
Fun in the Forest***



As Keats said, autumn is the ‘season of mists and mellow fruitfulness’. Therefore, what better time than to look at the effects of autumn on the forest. Inspired by the writing of Julia Donaldson and Lois Ehlert, Owls will embark on a journey of discovery. We kick off the topic by going on a quest to find Stick Man and learn a little about his home in the forest.

**Outcome: To create our own Gruffalo**

We continue the Julia Donaldson theme by looking at the Gruffalo. When exploring the story, we will look at the different adjectives to describe the Gruffalo. We will use this as inspiration to create our own monster with adjectives.

**English**  
We will be learning about nouns and how to spot them in a sentence. Once this is secure, we will look at how we use adjectives to describe nouns. We will design our own Gruffalo and then label it using adjectives.

<b><u>Maths</u></b> We will be exploring place value, counting and sorting numbers to 10 before progressing on to numbers to 20. As part of this, we will use objects and a range of pictorial representations while using the language of: ‘equal to’, ‘more than’, ‘less than’, ‘fewer’ and ‘most’.	<b><u>P.E</u></b> During this half term, we will be developing our agility, balance and co-ordination through a range of learning outcomes. This starts with being able to hold a static hold whilst balancing on one, two or three points. Once we are secure, we will move to moving in different directions and end with being able to use timing to control an object.	<b><u>PSHCE</u></b> We will be looking at me and my relationships. As part of this we discuss why we have classroom rules, why it is important to take care of things and identifying who our special people are. We will be taking part in circle time activities, role play and listening to stories.	<b><u>Music</u></b> We will be learning the song, <b>Hey You!</b> It is an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, we will listen and appraise other old school hip hop tunes.	<b><u>R.E</u></b> In the autumn term, we will be exploring Christianity, specifically, focusing on why Jesus told parables. This will be achieved by listening to and discussing the themes associated with some of the more simple and memorable stories.	<b><u>French</u></b> This term we will be learning greetings how to greet each other in French. This will be done interactively using puppets, a range of songs, rhymes and games.
--	---	--	--	---	---