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| Year 1 | SEQUENCE OF LEARNING | | | | | |
| Sept 2021 Autumn Term 1 | Enquiry Question: How does being outside make me feel good? <i>Does our question give the children a real sense of what they will be exploring and finding out about? It should engage them in thinking about the ways in which they might answer it or go about finding answers. Consider the best order for your enquiries and it fits the time of the year. Think about the location and cultural context of our school. Does it coincide with particular events or festivals and is relevant to our community?</i> | | | | | |
| | Harmony Principle: Oneness <i>Does this principle existing in nature integrate into our learning and help develop an understanding of how the world works?</i> | | | | | |
| | Great Work: 3D text installation <i>A purposeful outcome of the learning and a celebration of what has been learnt. Generate a sense of excitement, achievement, pride. The outcome can be shared so we need to adjust our thinking in the current situation.</i> | | | | | |
| | Partners in Learning: Jem Shackleford tbc <i>Who can enrich and add value to an enquiry?</i> | | | | | |
| | Sustainability theme: Global Citizenship Create a 3D installation that reflects our imagination, personalities and love of the outdoors <i>What can we learn from this principle of harmony that helps us to live more sustainably? This is ultimately the learning goal of a harmony curriculum.</i> | | | | | |
| Weekly Questions <i>A series of questions that take the children on a journey towards a meaningful outcome.</i> | | | | | | |
| | Week 1 How am I special? | Week 2 How is the outdoor space at Damers special? | Week 3 How does being outside make me feel? | Week 4 How can I use my imagination outside? | Week 5 How can I connect with nature? | Week 6 How can different weather make me feel? |
| Literacy texts | Not a box On Sudden Hill Leaf Man Writing to entertain the reader | | | Not a Stick Stanley's stick Writing to entertain the reader | | |
| Geometry | Is my hand the | Can I spot 5 in nature | What is special | What shapes can I | What do I notice | |

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| | same as yours? | in the school grounds? | about horse chestnut leaves? | see outside - are any of them pentagons? | about animal footprints? | |
| Outdoor learning - Structures (Rotations) | Art: What structures can I make from boxes? | Welly Walk: What different trees can I spot in the Poundbury Crescent? | Forest Schools: Mini Den Building - can I make a place for a hedgehog to hibernate? | Art: What structures can we make from sticks to reflect our imagination? | Welly Walk: How does the Poundbury Quiet Space make me feel? | Forest Schools: Can I make a den to protect me from the elements? |
| Science | What do we know about the weather? | How does the weather change across the seasons? | How do trees change across the seasons? | How can you measure rainfall? | What is hibernation? | How can we record wind direction? |
| Geography | | Can I make a map of the outdoor species in the school grounds? | | | | |
| History | | | | | | |
| Maths focus | Numbers to 10 | | Number Bonds | | Addition within 10 | |
| ICT | | | | | Put words to images for a visual installation. (Great works) | |
| Dance | | | Autumn Weather - movement and dance linked to the changing seasons. | | | |
| Art | Can I create a self portrait using pen? | How can I create a rainy painting with water colours? | Can I work outdoors to create portraits? Large scale collaborative portraits. Rope. Log portraits. | | | |
| RE | | | | | Does God want christians to look after the world? | |
| RSHE Jigsaw 'Being me in my world' | How can I feel special and safe? | How can I feel part of my class? | What are the rights and responsibilities of being in our class? | What makes me feel proud? | What are choices and consequences? | Can I tell you our class learning charter? |

