



Year 1
Parent Curriculum Information
Autumn Term 2023

English

Autumn 1	Autumn 2
<p>Class Novel: Elmer (David McKee) and other Elmer stories</p> <p>Text: Cave Baby (Julia Donaldson) Main Outcomes: Retelling of the story in simple sentences</p> <p>Text: The Gigantic Turnip Main Outcomes: Retelling of the story</p> <p>Performance Poem: On the Ning, Nang, Nong (Spike Milligan)</p> <p>Text: How to Wash a Woolly Mammoth (Michelle Robinson) Main Outcomes: Instructions</p>	<p>Class Novel: The Owl Who Was Afraid of the Dark (Jill Tomlinson)</p> <p>Text: Amazing Grace (Mary Hoffman) Main Outcomes: Letter to Grace recounting events</p> <p>Text: Wolves (Emily Gravett) Main Outcomes: Information text about wolves</p> <p>Poetry Form: Alliteration - Tongue Twisters Main Outcomes: Write own tongue twisters</p> <p>Text: The Jolly Postman and The Jolly Christmas Postman (Janet and Allan Ahlberg) Main Outcomes: Informal Letters</p>

Children will learn key objectives from the Year 1 national curriculum through these units of work. They will develop skills in reading comprehension, writing, vocabulary, grammar, punctuation and handwriting. In addition, children will have daily Sounds Write sessions to develop their phonic knowledge, reading and spelling skills. They will be supported to read books linked to their developing phonic knowledge.

Mathematics

<p>Number: Place Value (within 10)</p> <ul style="list-style-type: none"> • Sort objects • Count objects • Count objects from a larger group • Represent objects • Recognise numbers as words • Count on from any number • 1 more • Count backwards within 10 • 1 less • Compare groups by matching • Fewer, more, same • Less than, greater than, equal to • Compare numbers • Order objects and numbers • The number line 	<p>Number: addition and subtraction within 10</p> <ul style="list-style-type: none"> • Introduce parts and wholes • Part-whole model • Write number sentences • Fact families – addition facts • Number bonds within 10 • Systematic number bonds within 10 • Number bonds to 10 • Addition – add together • Addition – add more • Addition problems • Find a part • Subtraction – find a part • Fact families – the eight facts • Subtraction – take away/cross out (How many left?) • Take away (How many left?) • Subtraction on a number line • Add or subtract 1 or 2 	<p>Geometry- Shape</p> <ul style="list-style-type: none"> • Recognise and name 3-D shapes • Sort 3-D shapes • Recognise and name 2-D shapes • Sort 2-D shapes • Patterns with 2-D and 3-D shapes <p>Measurement – Time</p> <ul style="list-style-type: none"> • Before and after • Days of the week • Months of the year • Hours, minutes and seconds • Tell the time to the hour • Tell the time to the half hour
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Science	
<p>Animals including humans (focus on humans)</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense. 	<p>Seasonal changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.
Geography	History
<p>Place Study: Greenside</p> <ul style="list-style-type: none"> Investigate the local area, focusing on its main human and physical geographical features and how they might be changing. Locate the local area on an aerial image in relation to other places around it. Use geographical language to describe places at different scales. Use a range of geographical skills including the use of maps, observation and fieldwork. <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the four countries of the United Kingdom 	<p>When my grandparents and great-grandparents were young (Changes within living memory)</p> <ul style="list-style-type: none"> Identify what shopping, communication and education were like when their grandparents / great-grandparents were young. Identify what home life was like for their grandparents / great-grandparents. Compare and contrast what life was like then and what it is like now.
Religious Education (RE)	
<p>Judaism: Rosh Hashanah and Yom Kippur <i>Are Rosh Hashanah and Yom Kippur important to Jewish children?</i></p> <ul style="list-style-type: none"> Understand how it feels to say sorry and why it is important Explore the preparations for and find out about Rosh Hashanah and Yom Kippur are celebrated Recognise the importance of festivals and ceremonies within the Jewish calendar 	<p>Christianity: Christmas <i>What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?</i></p> <ul style="list-style-type: none"> Explore stories about the lives and teachings of key religious figures Consider why some gifts are special Recall important aspects of the Christmas Story Consider what presents Christians might want to give Jesus if He was born today
Physical Education (PE)	
<p>Target Games</p> <ul style="list-style-type: none"> Recognise body changes when exercising Use an overarm throw aiming towards a target Roll a ball towards a target Use an underarm throw aiming towards a target Work co-operatively with a partner Understand what good technique looks like <p>Dance</p> <ul style="list-style-type: none"> Begin to use counts Copy, remember and repeat actions Move confidently and safely Use different parts of the body in isolation and together Work with others to share ideas and select actions Choose appropriate movements for different dance ideas Say what is liked about someone else's performance Show some sense of dynamic and expressive qualities in their dance 	<p>Ball Skills</p> <ul style="list-style-type: none"> Begin to catch with two hands Begin to dribble with a ball with hands and feet Begin to understand simple tactics Roll and throw with some accuracy towards a target Say when someone was successful Track a ball that is coming towards them Work co-operatively with a partner <p>Fundamentals</p> <ul style="list-style-type: none"> Change direction when moving at speed Recognise changes in the body when doing exercise Run at different speeds Select own actions in response to a task Show hopping and jumping movements Work co-operatively with others to complete tasks Show balance and co-ordination when static and moving at slow speed

Design Technology	Art and Design
<p>Structures: Constructing a windmill</p> <ul style="list-style-type: none"> Identify some features that would appeal to the client (a mouse) and create a suitable design. Explain how their design appeals to the mouse. Make stable structures, which will eventually support the turbine, out of card, tape and glue. Make functioning turbines and axles that are assembled into the main supporting structure. Say what is good about their windmill and what they could do better. 	<p>Art and Design Skills</p> <p>Children will learn and develop their skills in:</p> <ul style="list-style-type: none"> design, drawing, craft, painting and art appreciation undertaking two different printing techniques using 2D shapes to explore a variety of media mixing different shades of one colour discussing the work of artist Louis Wain
Computing	
<p>Computing Systems and Networks: Improving Mouse Skills</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private <p>Online Safety: Using the Internet Safely</p> <ul style="list-style-type: none"> Understand what the internet is Know how to offer advice to anyone that is being treated unkindly online Know who to go to when I need help and advice with online matters 	<p>Programming: Algorithms Unplugged</p> <ul style="list-style-type: none"> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs <p>Online Safety: Online Emotions</p> <ul style="list-style-type: none"> Recall what the internet is Recognise advice to stay happy and safe online Provide advice on ways to stay happy and safe online
Music	PSHE+C
<p>Pulse and Rhythm: All About Me</p> <ul style="list-style-type: none"> Clapping and playing in time to the pulse Playing simple rhythms on an instrument Understanding the difference between pulse and rhythm Improvising vocally within a given structure <p>Timbre and rhythmic patterns: Fairy Tales</p> <ul style="list-style-type: none"> Performing short chants from memory, with expression Responding to a sound by likening it to a character or mood Creating and selecting sounds to match a character or mood 	<p>Being Me in My World</p> <ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter <p>Celebrating Difference</p> <ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone