



Year 1

Termly Curriculum Overview

Autumn Term 1

<p style="text-align: center;">Religious Education</p>	<p>Branch 1 Creation and Covenant The children will learn about the Bible. They will hear the creation story from Genesis and learn all that is, comes from God. God is our Father and prayer is a way we draw closer to God. They will learn the opening of the Nicene Creed and the Our Fathers, as prayers that the community of the Church use. The children will hear Pope Francis' letter of Laudato Si and learn that God's love and care for humanity is experienced through the beauty and order of Creation. God wants us to love and care for the world because the world is God's gift to us. Caring for the world is one of the ways we love and care for each other.</p>
<p style="text-align: center;">Maths</p>	<p>Numbers to 10</p> <ul style="list-style-type: none"> • count to and across [10], forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers [to 10] in numerals and words • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • given a number, identify one more and one less • represent and use number bonds and related subtraction facts [within 10] • count in multiples of two (during Do Nows and transitions) <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> • represent and use number bonds and related subtraction facts [within 10] • add and subtract one-digit numbers [to 10], including zero • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot (Y2 objective) <p>Shapes and patterns</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] • describe position, direction and movement, including quarter turns

<p style="text-align: center;">English Reading</p>	<p>Talk through Stories</p> <ul style="list-style-type: none"> • Room on the broom by Julia Donaldson • Aliens love underpants by Claire Freedman • Stick Man by Julia Donaldson • Handa’s Hen by Eileen Browne <p>Word skills:</p> <ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words • Comprehension skills: <p>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Become very familiar with key stories, familiar stories, fairy stories and traditional tales, retelling them and becoming increasingly aware of their characteristics • To recognise and join in with predictable phrases • To discuss word meanings, linking new meanings to those already known <p>Understand both the books they can read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events • To make inferences on the basis of what is being said and done <p>*In addition to the daily English lesson and story time pupils will also be given the following reading opportunities. Pupils choice – Daily (reading for pleasure) Home Readers – Weekly * Daily Phonics lessons.</p>
<p style="text-align: center;">English Spelling, Punctuation, Grammar</p>	<p>Daily English basis skills sessions on the following:</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Spelling patterns for words including: ff, ll, ss, zz and ck (plus revision of Reception) • Basic Skills - suffix -s –es <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Separation of words with spaces • Becoming more confident in using capital letters, finger space and full stops in writing to demarcate sentences • Capital letters for names and for the personal pronoun I <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Write in a formal style
<p style="text-align: center;">Writing</p>	<p>Using our Talk through stories books the children will complete vocabulary focused writing, including:</p> <ul style="list-style-type: none"> • Daily sentence work with a focus of two new words per day. • Writing from memory simple sentences dictated by the teacher. • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils
<p style="text-align: center;">Science</p>	<p>Everyday Materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify everyday materials, including wood, metal, plastic, glass, water and rock, • Describe the simple physical properties of a variety of everyday materials. <p>Compare and group together a variety of everyday materials on the basis of their simple properties</p>

<p style="text-align: center;">Geography</p>	<p>My local area Where do I live? Locational knowledge - UK Capital cities Geographical skills and fieldwork - Map Skills and fieldwork</p>
<p style="text-align: center;">Physical Education</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • Exploring travelling movements • Developing quality when performing gymnastic shapes • Developing stability and control when performing balances • Developing technique and control when performing shape jumps • Developing technique in the barrel, straight and forward roll • Linking gymnastic actions to create a sequence <p>Fundamental Skills</p> <ul style="list-style-type: none"> • To develop fundamental movement skills, becoming competent and confident • To access a broad range of opportunities to extend their agility, balance and coordination, individually and with others • Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.
<p style="text-align: center;">Computing</p>	<p>Exploring Purple Mash & Online safety</p> <ul style="list-style-type: none"> • To log in safely and understand why that is important. • To learn how to find saved work in the online work area. • To become more familiar with the icons used in the resources in the Topics Section. • To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.
<p style="text-align: center;">Art</p>	<p>Drawing – Self portraits</p> <ul style="list-style-type: none"> • Using different materials and techniques when making their own portraits. • Exploring different artists, such as Pablo Picasso and Andy Goldsworthy. • Creating collage and self portrait in the style of Henri Matisse.
<p style="text-align: center;">Music</p>	<p>N/A this half term</p>
<p style="text-align: center;">PHSE</p>	<p>Physical health and wellbeing</p> <p><i>Fun times</i></p> <ul style="list-style-type: none"> - Food that is associated with special times, in different cultures - Active playground games from around the world - Sun-safety
<p style="text-align: center;">RSE</p>	<p>Social and emotional Recognising signs that they are loved in their family.</p>
<p style="text-align: center;">Curriculum Enrichment</p>	<p>Exploring the Local area.</p>