



Year 1

Termly Curriculum Overview

Autumn Term 2	
Religious Education	<p>Branch 2 Prophecy and Promise Season of Advent</p> <p>The overarching theme of this year is revelation, how do people know about God? Pupils would not be expected to know the term revelation, but they will explore the different ways in which revelation is experienced, beginning with revelation through Creation, then moving on to revelation in the incarnation of Jesus. Again, though pupils may not use the term incarnation, teachers can make connections between the different branches to ensure that pupils make the link that Jesus is another way people meet God. Pupils will then understand a simple account of Jesus' life, death, and resurrection before encountering the language and imagery of the revelation of God in the Holy Spirit.</p>
Maths	<p>Numbers to 20</p> <ul style="list-style-type: none"> count to and across [20], forwards and backwards, beginning with 0 or 1, or from any given number. read and write numbers from 1 to 20 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 count in multiples of two and five (during Do Nows and transitions) <p>Addition and subtraction within 20</p> <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, 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 such as $7 = \square - 9$.
English Reading	<p>Talk through stories</p> <ul style="list-style-type: none"> Where the wild things are by Maurice Sendak The slightly annoying elephant by David Walliams The invisible by Tom Percival Tiddler by Julia Donaldson <p>Word skills:</p> <ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words <p>Comprehension skills:</p> <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

	<ul style="list-style-type: none"> • 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 (RWI)</p>
English Spelling, Punctuation, Grammar	<p>Punctuation</p> <ul style="list-style-type: none"> • To punctuate sentences using capital letters, full stops, question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week and personal pronoun 'I' <p>Grammar</p> <ul style="list-style-type: none"> • Combining words to make sentences • Joining words and clauses using 'and' • Sequence sentences to form short narratives
English Writing	<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
Science	<p>Plants</p> <ul style="list-style-type: none"> • Find out about plants – what is a plant? • Identify and describe garden plants • Identify and describe wild plants • Identify and describe a range of trees • Identify different parts of a plant
History	<p>Changes in Living Memory – Toys Old and New</p> <p>During this unit children will:</p> <ul style="list-style-type: none"> • Describe toys we use today • Compare toys we use today compared to toys from the past • Compare similar toys from different times • Ask questions about Victorian toys • Use language to describe the passing of time • Explain how toys have changed over time
Physical Education	<p>Fundamental Skills</p> <ul style="list-style-type: none"> • Use basic underarm, rolling and hitting skills; • Sometimes use overarm skills e.g. throwing a bean bag; • Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; • Sometimes catch a beanbag and a medium-sized ball; • Track balls and other equipment sent to them, moving in line with the ball to collect it;

	<ul style="list-style-type: none"> • Throw, hit and kick a ball in a variety of ways, depending on The needs of the game; <p>Dance</p> <ul style="list-style-type: none"> • Perform basic body actions; • Use different parts of the body singly and in combination; • Show some sense of dynamic, expressive and rhythmic qualities in their own dance; • Choose appropriate movements for different dance ideas; • Remember and repeat short dance phrases and simple dances • Move with control • Vary the way they use space • Describe basic body actions and simple expressive and dynamic qualities of movement
Computing	<p>Pictograms</p> <ul style="list-style-type: none"> • Pupils will discuss and share ideas 'How can we show how we come to school?' • Collect data as a class • Contribute to a class pictogram • Create a pictogram <p>Lego Builders</p> <ul style="list-style-type: none"> • Explore Lego and tell a partner how they made their 5 block creation • Follow instructions carefully • Follow and create simple instructions on a computer • Follow instructions in the correct order
Design & Technology	<p>Mechanisms – Christmas Cards with moving parts (sliders and levers) DT objective below needed editing according to what DT on shared drive says for this unit)</p> <p>DESIGNING</p> <ul style="list-style-type: none"> • Work confidently within a range of contexts, such as imaginary, story based, home, school, gardens, playgrounds, local community, industry and the wider environment • State what products they are designing and making • Describe what their products are for • Use simple design criteria to help develop their ideas, generating, developing, modelling and communicating ideas · generate ideas by drawing on their own experiences · • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups · <p>MAKING</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next • Select from a range of tools and equipment, explaining their choices • Select from a range of materials and components according to their characteristics practical skills and techniques • Follow procedures for safety and hygiene • Measure, mark out, cut and shape materials and components • Assemble, join and combine materials and components • Use finishing techniques, including those from art and design <p>EVALUATING</p> <ul style="list-style-type: none"> • Evaluate own ideas and products • Talk about their design ideas and what they are making • Suggest how their products could be improved
Music	<p>Introducing Beat</p> <p>This Unit of Work celebrates a wide range of musical styles. It includes; Listening, Singing, Playing Composing and Performing. Children will learn to sing 'Heads Shoulders Knees and Toes.'</p>

PHSE	Keeping Safe and Managing Risk <ul style="list-style-type: none"> Feeling safe
Relationships, Sex Education	Social & Emotional <ul style="list-style-type: none"> To recognise being a special person in my family.
Curriculum Enrichment	Liverpool Museum – Toy old and new