

Year 1- Miss Vanos and Miss Volossevich  
Curriculum Overview  
Second Half of the Autumn Term 2017

| English   | Mathematics  | Topic  | Science  |
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| <p><b>Narrative: Familiar stories</b><br/> <i>Books: Little Red Riding Hood, Jack &amp; the Beanstalk, Three Little Pigs, Elves &amp; the Shoemaker</i><br/> <b>Writes sentences by sequencing sentences to form short narratives</b><br/> <b>Develops pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional stories</b><br/> <i>Retell some familiar stories that have been read and discussed with them or that they have acted out.</i><br/>           - Retell stories, ordering and sequencing events using story language<br/>           - Children act out their own versions of well-known stories, record using the iPad and camera, children to label</p> | <p><b>Number and place value</b><br/>           -To count, read and write numbers to 30 in numerals: Count in multiples of 2's<br/>           -To estimate groups of numbers and check by counting.<br/>           -To order numbers to 20 (then 30)<br/>           -To begin to recognise place value in numbers beyond 20<br/>           -To recognise and create repeating patterns with objects and shapes.<br/>           -To count in 2's<br/>           -To identify odd and even numbers<br/>           -To understand and use ordinal numbers</p> <p><b>Addition and Subtraction</b><br/>           -To represent and use number bonds and related subtraction facts within 20<br/>           -To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</p> <p><b>Geometry</b><br/>           -To recognise and name common 2D shapes-</p> | <p><i>Including: Art &amp; design, Design &amp; technology, Geography, History</i></p> <p><b>Houses and Homes</b><br/>           -To identify the key features of a home built a long time ago<br/><br/>           -to identify differences between two homes built at different times<br/><br/>           -To recognise different rooms and household objects from a long time ago. Eg Washing Machine<br/><br/>           -To describe the characteristics of household objects from a long time ago<br/><br/>           -To describe the inside and outside of houses</p> | <p><b>Everyday Materials</b><br/><br/>           -To investigate different sources of sound around the school and the local area.<br/><br/>           -To be able to identify objects that make different sounds.<br/><br/>           -To investigate how to alter vocal sounds.<br/><br/>           -To investigate how to know from which direction sounds comes from and how we hear.<br/><br/>           -To know that loud sounds can be heard over a greater distance.</p> |

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| <p>what has happened in their stories</p> <ul style="list-style-type: none"> <li>- discuss main elements of the story: what happens in the beginning, middle and end of the story, main characters, setting etc.</li> <li>- Children sequence the story of traditional tales.</li> <li>- Children make up their own setting through drawing and then writing about it using descriptive language.</li> <li>- Children draw and describe what main characters are like</li> </ul> <p><b>Poetry: Pattern and Rhyme</b><br/><i>Read aloud their writing clearly enough to be heard by their peers and their teacher</i></p> <ul style="list-style-type: none"> <li>- Identify what a rhyme is, what makes a rhyming word. Children make rhyming sentences.</li> <li>- Play lots of rhyming games (e.g. find the rhyme bingo</li> </ul> | <p>relate to shapes in the environment, recognise in different orientations and sizes</p> <ul style="list-style-type: none"> <li>-To recognise and name common 3D shapes - relate to shapes in the environment, recognise in different orientations and sizes</li> </ul> <p><b>Handling data and measures</b></p> <ul style="list-style-type: none"> <li>-To recognise and use language relating to dates, including days of the week, months of the year.</li> <li>-To record events on the hour -introduce the analogue clock face</li> <li>-compare, describe and solve practical problems for lengths and heights -longer/ shorter etc</li> <li>-Pictograms / Tally Charts</li> </ul> | <ul style="list-style-type: none"> <li>-To communicate, through role play what they have learnt about home life</li> </ul> |  |
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| <p>etc)</p> <ul style="list-style-type: none"><li>- Sing Nursery rhymes as a class and identify rhyming words. Each group then has their own nursery rhyme and they have to identify the rhyming words.</li><li>- Read the story '<i>Down the back of the Chair</i>'. Children write similar rhyming sentences to book about what they would find down the back of the chair.</li><li>- Read '1, 2 buckle my shoe'. Write their own rhyming sentences (poem) starting with one, two and continuing up to 10.</li></ul> |  |  |  |
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| <u>Music</u>   | <u>PE</u>  | <u>Computing</u>   | <u>RE</u>   |
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| <p><b>Unit: Rhythm in the Way We Walk and The Banana Rap</b></p> <p><b>Style: Reggae and Hip Hop</b></p> <ul style="list-style-type: none"> <li>-How to listen to music.</li> <li>-To sing the song.</li> <li>-To understand the geographical origin of the music and in which era it was composed.</li> <li>-To experience and learn how to apply key musical concepts/elements, eg finding a <b>pulse</b>, clapping a <b>rhythm</b>, use of <b>pitch</b>.</li> <li>-learn about the interrelated dimensions of music (with a focus on pitch in the latter half of Autumn 2)</li> <li>-To work together in a</li> </ul> | <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>-Travelling</li> <li>-Balancing</li> <li>-Body shapes</li> <li>-Apparatus</li> </ul> <p><b>FUNS SKILLS</b></p> <ul style="list-style-type: none"> <li>-I can jump 2-2 jumps forwards, backwards and side to side in a rhythm</li> <li>I can jump 2 feet to 2 feet with a quarter turn in all directions.</li> <li>I can jump 2 feet to 1 foot and freeze on landing.</li> <li>I can balance with no hands or feet down.</li> <li>I can balance with 1 foot or 1 hand down.</li> <li>I can pick up a beanbag on one side, swap hands and pass to the other side.</li> </ul> | <p><b>Introduction to Keyboard Skills</b></p> <ul style="list-style-type: none"> <li>-Identify text/words and know that they communicate information</li> <li>-Understand that text/words come in different sizes, colours and styles</li> <li>-Enter single letters to type their names</li> <li>-Use a word bank to create simple sentences</li> <li>-Produce text on screen and evaluate</li> </ul> | <p><b>What is the story of Noah really about?</b></p> <ul style="list-style-type: none"> <li>- Know the story of Noah's Ark and to ask questions based on their understanding and beliefs.</li> <li>- Understand what grace means to Christians and what can be learnt about grace from the story of Noah.</li> </ul> <p><b>Incarnation: Which Character Are You? Why Are You Important?</b></p> <ul style="list-style-type: none"> <li>-Listen to the Nativity story and identify what is meant by 'the good news'.</li> <li>- Begin to identify why Mary and Joseph were chosen to be Jesus parents and identify what makes a 'good' parent, giving reasons for their ideas.</li> <li>- Describe what we might</li> </ul> |

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| <p><b>band/ensemble.</b></p> <ul style="list-style-type: none"><li>-To develop creativity through <b>improvising</b> and <b>composing</b> within the song.</li><li>-To recognise the style of the music and to understand its main <b>style indicators.</b></li><li>-To understand and use general musical vocabulary and specific vocabulary linked to the song</li></ul> |  |  | <p>learn from the Nativity story and the actions of each of the characters.</p> <ul style="list-style-type: none"><li>- Ask questions about different characters and to identify how their ideas differ from others.</li></ul> |
| <p><u>PSHE</u></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"><li>-to identify special people in their lives</li><li>-to learn about the similarities and differences between people</li></ul>  |  |  |  |

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| <p>-to learn about what fair and unfair means, what kind and unkind means, and about right and wrong</p> <p>-how people's bodies and feelings can be hurt</p> <p>-to learn the difference between a secret and a surprise</p> <p>-to learn about listening to others and playing cooperatively</p> <p>-to learn about what it means to give support and feedback to others</p> |  |  |  |
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