

Year 1 - Mrs Bradley and Miss Scott
Curriculum Overview
First Half of the Autumn Term 2019 - 2020

<u>Literacy</u>	<u>Numeracy</u>	<u>Topic</u>	<u>Science</u>
<p>Labels, Lists and Captions</p> <ul style="list-style-type: none"> To recall to their friends where they live. To discuss the different types of home. To write a list of things that they might find in each room of a home. To bring in something from their home and discuss why it is special and write a label for that particular item. Children write a caption for their item. Children label a painting of their home and then write a caption for their home. Children write labels and captions for the different types of homes <p>Familiar stories</p> <ul style="list-style-type: none"> Retell stories, ordering events using story language. Children think carefully about an adventure that a character might have had. Children create a story board Children act of their story and write up their stories. Read Little Red Riding Hood - discuss main elements of the story: Children sequence the story of Little Red Riding Hood. Children start to make up their own adventure story. 	<p>Number</p> <ul style="list-style-type: none"> Count reliably at least 10 objects Estimate a number of objects that can be checked by counting. Read and write numerals from 0 to 20, then beyond. Say the number that is 1 more or 1 less than any given number. Number ordering, number recognition. Problem solving Describe ways of solving puzzles and problems, explaining choices and decisions orally Solve problems involving counting, adding, <p>Geometry - Properties of shapes</p> <ul style="list-style-type: none"> Describe simple patterns and relationships involving numbers or shapes Visualise and name common 2-D shapes <p>Handling data and measures</p> <ul style="list-style-type: none"> Estimate, measure, weigh and compare objects, choosing and using suitable non-standard or and measuring instruments Compare two lengths, weights, capacities practically using non-standard units. <p>Calculating, measuring, understanding shape</p> <ul style="list-style-type: none"> Count reliably at least 20 objects 	<p>Houses and Homes</p> <ul style="list-style-type: none"> That all pupils have a personal address and that they travel to school Their sense of place in relation to home and school To describe a route To recognise some of the physical and human features in their locality To understand some of the ways in which the features are used To describe the features of the local environment To express views on the features that changes occur in the locality To identify some of the uses of land and buildings in their locality How places change for better or worse over time Create a model of a house 	<p>Everyday Materials</p> <ul style="list-style-type: none"> To be able to identify and name a variety of everyday materials e.g. wood, plastic, glass, metal, water & rock. To be able to distinguish between an object and the material from which it is made. To be able to describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties. To investigate different materials and their properties e.g. <i>what is the best material for an umbrella? What is the best material for a book shelf?</i>

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<ul style="list-style-type: none"> • Children make up their own setting through drawing and then writing about it using descriptive language. • Children draw and describe what their character is like? • Children create a plan for their story. • Children write the beginning, middle and end of their stories. 	<ul style="list-style-type: none"> • Estimate a number of objects that can be checked by counting • Count on or back in ones, twos, • Estimate amounts to 20, • Visualise and use everyday language to describe the position of an object <p>Securing number facts, relationships and calculating</p> <ul style="list-style-type: none"> • Addition and subtraction number sentences • Begin to record in number sentences on white boards 		
<p style="text-align: center;"><u>PE</u></p> <p>GAMES - Throwing and kicking</p> <ul style="list-style-type: none"> • Warm up, finding spaces • Various circle games • Encourage freezing in a space and change direction. • Play games with beanbags • Balance beanbags • Throwing beanbags underarm, increase distance, increase consistency of accuracy • Quoit skills • Ball skills • Kicking beanbags, increase distance, increase consistency of accuracy • Throwing a quoit, increase distance, to a target • Dribbling a ball • Ball games. 	<p style="text-align: center;"><u>Music</u></p> <p>Hey You</p> <ul style="list-style-type: none"> • How to listen to music. • To sing the song. • To understand the geographical origin of the music and in which era it was composed. • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch • To work together in a band/ensemble • To play instruments to the music with/without notation 	<p style="text-align: center;"><u>COMPUTING</u></p> <p>Modelling</p> <ul style="list-style-type: none"> • Make choices and know that people make different choices • Understand that a computer can be used to simulate/model an environment where choices can be made • Know that representations of real or fantasy situations can be made in many different ways • Use a painting program to create a representation of a scenario 	<p style="text-align: center;"><u>RE</u></p> <p>What responsibility has God given people about taking care of Christianity?</p> <ul style="list-style-type: none"> • To be able to talk about what happened in the story of Creation and how it makes them feel. • To talk about God's instructions for caring for the Creation and identify what is important to them. • To learn about God's command to Adam and Eve and to link these to their own actions.

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<p style="text-align: center;"><u>PSHE</u></p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • What a healthy lifestyle is and how to maintain it, including the benefits of exercise / rest / healthy eating and dental health. • To recognise what they like and dislike, how to make real and informed choices • To think about themselves and to learn from their experiences. • Celebrate their strengths and set simple yet challenging goals. • To learn about good and not so good feelings • To learn and use vocabulary to describe those feelings • Learn simple strategies for managing those feelings 	<ul style="list-style-type: none"> • To develop creativity through improvising and composing within the song. • To understand and use the first five notes of C Major scale while improvising and composing. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song 	<ul style="list-style-type: none"> • Print out their work unaided • Select and add stamps/motifs or clip art to a scene • Describe their scenario • Children draw a picture of their home. 	<ul style="list-style-type: none"> • To ask questions about Creation and to suggest answers. • To understand the phrase '<i>made in God's image</i>' and to identify how they are unique and special. • To think about how religious people and the church care for us and the local community.
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