

Year 1 - Mrs Lewis and Miss Scott  
Curriculum Overview  
Second Half of the Autumn Term 2021 - 2022

<u>Literacy</u>	<u>Numeracy</u>	<u>Topic</u>	<u>Science</u>
<p><b>Traditional Tales</b></p> <ul style="list-style-type: none"> <li>• Read 'The Jolly Postman'. Discuss fairytale characters he meets on the way.</li> <li>• Write a letter / invitation, postcard</li> <li>• Children read a range of fairytale stories and identify the main elements of the story: what happens in the beginning, middle and end of the story, main characters, setting etc.</li> </ul> <p><b>Poetry: Pattern and Rhyme</b></p> <ul style="list-style-type: none"> <li>• Identify what a rhyme is, what makes a rhyming word.</li> <li>• Play lots of rhyming games</li> <li>• Sing Nursery rhymes as a class and identify rhyming words.</li> <li>• Read 'Jump or Jiggle' poem to class by Evelyn Beyer. Identify the rhyming words. Ask the children to make a list of new animals and their movements.</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Understanding + and -</li> <li>• Compare and order numbers</li> <li>• Use the equals (=) sign</li> <li>• Relate addition to counting on</li> <li>• Recognise that addition can be done in any order - Addition of a one-digit number to a one digit number</li> <li>• Understand subtraction as 'take away</li> <li>• Describe and record addition and subtraction number sentences</li> <li>• Derive and recall all pairs of numbers with a total of 10</li> <li>• Addition facts for totals to at least 5; work out the corresponding subtraction facts</li> </ul> <p><b>Geometry - properties of shapes / position &amp; direction</b></p> <ul style="list-style-type: none"> <li>• Visualise and name common 2-D and 3D shapes and describe their features</li> <li>• Talk about shapes, describe them.</li> </ul>	<p><b>How we use to Live</b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• To learn about changes within living memory. Where appropriate, these be used to reveal aspects of change in national life.</li> <li>• To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• To consider how domestic life has been portrayed in works of children's literature.</li> <li>• To learn about changes within living memory. Where appropriate, these be used to reveal aspects of change in national life.</li> <li>• To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• To consider how domestic life has been portrayed in works of children's literature.</li> </ul>	<p><b>Sound and Hearing</b></p> <ul style="list-style-type: none"> <li>• Investigate different sources of sound around school and the local area</li> <li>• Music - Identify different sounds</li> <li>• Identify objects that make sounds</li> <li>• Music - Identify different instruments</li> <li>• Investigate how to alter the vocal sounds</li> <li>• Music - Singing songs</li> <li>• Investigate how to know from which direction sound comes from and how we hear</li> <li>• Literacy - To label the ear</li> <li>• Know that loud sounds can be heard over a greater distance -link to music</li> </ul>

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<ul style="list-style-type: none"> <li>• Write poem as a class choosing an animal and describing how they move.</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>	<ul style="list-style-type: none"> <li>• Find shapes in the local area / environment</li> <li>• Use the vocabulary of halves in context</li> <li>• Learn what a half is, make and split shapes in half</li> <li>• Describe position of shapes on a grid</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Answer a question by recording information in lists and tables</li> <li>• Present outcomes using pictograms</li> <li>• Ask different question and collect data in a tally chart.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving money, for example to 'pay'</li> <li>• Recognise coins, add to 20p</li> <li>• Use vocabulary related to time</li> <li>• Order days of the week and months</li> <li>• Read the time to the hour</li> <li>• Days of the week,</li> <li>• Discuss clocks and features</li> </ul>	<p style="text-align: center;"><b><u>PSHE</u></b></p> <p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• About basic personal hygiene routines</li> <li>• About the spread of infections</li> <li>• About growing from young to old</li> <li>• about what makes them unique</li> <li>• how to set simple goals</li> <li>• About change and loss e.g. starting school, a new baby brother/sister, moving to a new class</li> <li>• About the feelings associated with change or loss</li> <li>• About people who take care of them</li> <li>• About the family networks they belong to</li> </ul>	<p style="text-align: center;"><b><u>RE</u></b></p> <p><b>What is the story of Noah really about?</b></p> <ul style="list-style-type: none"> <li>• To know the story of Noah's Ark and to ask questions based on their understanding and beliefs.</li> <li>• To 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>• To listen attentively to the Nativity story and identify what is meant by 'the good news'.</li> <li>• To 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>• To describe what we might learn from the Nativity story and the actions of each of the characters.</li> </ul>
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<u>PE</u>	<u>Music</u>	<u>Computing</u>	<u>RE</u>
<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Explore ways of travelling in a space</li> <li>• Travel in a space and out</li> <li>• Make up a phrase with a partner</li> <li>• Put a movement phrase on to apparatus</li> <li>• Work with a partner on apparatus</li> <li>• Learn how to make clear body shapes</li> <li>• Practice clear weight taking actions and link these actions to make a sequence</li> <li>• Work on stretching and put these into movements on apparatus</li> <li>• Work with a partner to create a movement sequence.</li> <li>• Perform on apparatus</li> </ul>	<p><b>Rhythm in the Way We Walk and The Banana Rap</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 pulse, clapping a rhythm, use of pitch.</li> <li>• Learn about the interrelated dimensions of music</li> <li>• To develop creativity through improvising and composing within the song.</li> <li>• To play instruments to the music with/without notation</li> <li>• To recognise the style of the music and to understand its main style indicators.</li> </ul>	<p><b>Modelling</b></p> <ul style="list-style-type: none"> <li>• Make choices and that people make different choices</li> <li>• Understand that a computer can be used to simulate/model an environment where choices can be made</li> <li>• Know that representations of real or fantasy situations can be made in many different ways</li> <li>• Use a painting program to create a representation of a scenario</li> <li>• Print out their work unaided</li> <li>• Select and add stamps/motifs or clip art to a scene</li> <li>• Describe their scenario</li> <li>• Explain how their representations differ from real life</li> <li>• Children draw a picture of their home.</li> </ul>	<p><b>What is the story of Noah really about?</b></p> <ul style="list-style-type: none"> <li>• To know the story of Noah's Ark and to ask questions based on their understanding and beliefs.</li> <li>• To 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>• To listen attentively to the Nativity story and identify what is meant by 'the good news'.</li> <li>• To 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>• To describe what we might learn from the Nativity story and the actions of each of the characters.</li> </ul>

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