

Year 1 - Miss Leamage
Curriculum Overview
First Half of the Autumn Term 2023 - 2024

English	Mathematics	Topic	RSHE:
<p>Labels, lists and captions</p> <p>Writes sentences by re-reading what has been written to check that it makes sense (KPI-W) Demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear</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 that they made last week • children to walk around the school, creating plans and maps of class locations and identifying how it has changed • Children to visit the local park, Brentford High Street etc. and create maps and label things seen • Write captions and simple sentences to 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> • add and subtract 1, 2 and 5 from numbers up to 10 then 20 including adding zero –encourage mental but use of equipment and pictorial representations as needed. • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs -add and subtract with 1 digit amounts –up to 10 first then crossing 10 barrier. -solve problems –use practical equipment and pictorial representations • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 -finding pairs of numbers with make 10 (20 if ready) -also as missing number sums e.g $6 + \underline{\quad} = 9$ -buying items with pennies -simple addition of two amounts with 1p, 2p, 5p <p>Number and Place Value</p> <ul style="list-style-type: none"> • count forwards and backwards 0-10 then 0-20 -counting objects – counting in two’s -read and write numbers 0-10 then 0-20 -given a 	<p>What is the weather like today?</p> <ul style="list-style-type: none"> • To be able to identify daily weather patterns in the United Kingdom. • To discuss, record and track the local weather over a period of time. • To be able to identify seasonal weather patterns in the United Kingdom. • To able to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To be able to identify seasonal and daily weather patterns in the United Kingdom. 	<p>Families and Friendships</p> <ul style="list-style-type: none"> • Learning about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • The role these different people play in children’s lives and how they care for them <p>Safe Relationships</p> <ul style="list-style-type: none"> • Learning about situations when someone’s body or feelings might be hurt and whom to go to for help • Learning about what it means to keep something private, including parts of the body that are private • Learn to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • Learn what kind and unkind behaviour mean in and out school • Learn how kind and unkind behaviour can make people feel

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<p>describe what they have seen in the local environment</p> <ul style="list-style-type: none"> posters about the park/ keeping it tidy <p>Narrative: Familiar stories 1 Books: Goldilocks and the 3 Bears</p> <p>Writes sentences by sequencing sentences to form short narratives (KPI-W) Develops pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional stories (KPI-R)</p> <ul style="list-style-type: none"> Read Little Red Riding Hood – discuss main elements of the story: what happens in the beginning, main part and climax of the story, main characters, setting etc. Children sequence the story of Little Red Riding Hood. Children make up their own setting through drawing and then writing about it using descriptive language. Children draw and describe what main characters are like? 	<p>number, identify one more and one less</p> <ul style="list-style-type: none"> count forwards and backwards 0-20 -counting objects –counting in two’s -read and write numbers 0-20 in numerals and words -given a number, identify one more and one less (KPI) <p>Geometry</p> <ul style="list-style-type: none"> Identify and handle common 3-D shapes –relate to everyday objects – identifying 3d shapes in the classroom <p>Measurement</p> <ul style="list-style-type: none"> naming coins –understanding they have a value –buying items with pennies -knowing there is 2p, 5p, 10p -showing how many pennies are the same value. introducing language of time - events in a day, sequencing events – before, after, morning, afternoon, evening days of the week, months of the year 	<ul style="list-style-type: none"> To able to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p style="text-align: center;">RE</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. To ask questions about Creation and to suggest answers. To understand the phrase ‘made in God’s image’ 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.
<p style="text-align: center;"><u>PE</u></p> <p>Ball Games</p> <ul style="list-style-type: none"> To develop control and co-ordination when dribbling a ball with your hands. 	<p style="text-align: center;"><u>Music</u></p> <p>Hey You</p> <ul style="list-style-type: none"> learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form 	<p style="text-align: center;"><u>Computing</u></p> <p>Graphic Modelling</p> <ul style="list-style-type: none"> Understand that a computer can be used to simulate or model an environment. 	<p style="text-align: center;"><u>Science</u></p> <p>Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood,

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<ul style="list-style-type: none"> • To explore accuracy when rolling a ball. • To explore throwing with accuracy towards a target. • To explore catching with two hands. • To explore control and co-ordination when dribbling a ball with your feet. • To explore tracking a ball that is coming towards me. 	<ul style="list-style-type: none"> • to listen to and appraise other Old-School Hip Hop Tunes • to begin to understand how to follow a conductor while singing/playing an instrument • to begin to learn about improvisation • to contribute to a simple whole-class composition 	<ul style="list-style-type: none"> • 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. Select and add stamps or clip art to a scene to save time. • Understand that work can be saved and retrieved for editing. (Software – J2e: JIT5 paint) 	<p>plastic, glass, metal, water, and rock</p> <ul style="list-style-type: none"> • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties
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