

Year 1 - Miss Leavage
Curriculum Overview
Second Half of the Autumn Term 2023 - 2024

<u>English</u>	<u>Mathematics</u>	<u>Topic</u>	<u>RSHE:</u>
<p>Narratives Retell some familiar stories that have been read and discussed with them or that they have acted out.</p> <ul style="list-style-type: none"> • Children will continue to read a variety of traditional tales. • Children will deepen their understanding of what a story setting is. • Children will practise using adjectives to describe characters in a story. • Children will sequence events in a story. <p>Poetry Read aloud their writing clearly enough to be heard by their peers and their teacher</p> <ul style="list-style-type: none"> • Identify what a rhyme is, what makes a rhyming word. • Play lots of rhyming games (e.g. find the rhyme bingo etc) • Sing Nursery rhymes as a class and identify rhyming words. • Read 'Jump or Jingle' poem to class by Evelyn Beyer and identify the rhyming words. • Write poem as a class choosing an animal and describing how they move. 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. • Include different terms such as more than, less than, total <p>Number and Place Value</p> <ul style="list-style-type: none"> • Count, read and write numbers to 30 in numerals • Estimate groups of numbers and check by counting. • Order numbers to 20 (then 30) • Begin to recognize place value in numbers beyond 20 • Recognise and create repeating patterns with objects and shapes. • Count in 2's (KPI) • Identify odd and even numbers • Ordinal numbers <p>Geometry</p> <ul style="list-style-type: none"> • Recognise and name common 3D and 2D shapes (KPI)–relate to shapes in the environment, 	<p>How we Used to Live</p> <ul style="list-style-type: none"> • To learn about changes in home life between different generations. • To consider how domestic life has been portrayed in works of children's literature. • To draw out similarities and differences in people's homes and pastimes over different generations. • To be able to compare personal experience to that of previous generations. • To understand why people's lives have changed, due to technological and social change. 	<p>Families and Friendships</p> <ul style="list-style-type: none"> • Children will learn about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • They will also understand 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"> • Children will recognise situations when someone's body or feelings might be hurt and whom to go to for help • They will learn about what it means to keep something private, including parts of the body that are private • Children will 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"> • We will study what kind and unkind behaviour mean in and out school • We will understand how kind and unkind behaviour can make people feel

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<ul style="list-style-type: none"> • Read the story ‘Down the back of the Chair’. Children will write similar rhyming sentences to book about what they would find down the back of the chair. 	<p>recognise in different orientations and sizes.</p> <p>Statistics</p> <ul style="list-style-type: none"> • Pictograms / Tally Charts – Linked to Topic lesson (Traffic Survey) 		<p>RE</p> <ul style="list-style-type: none"> • Why each person is important in the Nativity story • Angels and the “Good News” • Why Mary and Joseph were chosen • Why the shepherds left their flocks • Why was Herod jealous? • Why the wisemen gifts were so special
<p style="text-align: center;"><u>PE</u></p> <p>Gymnastics</p> <ul style="list-style-type: none"> • To explore travelling movements using the space around you. • To develop quality when performing gymnastic shapes. • To develop stability and control when performing balances. • To develop technique and control when performing shape jumps. • To develop technique in the barrel, straight and forward roll. • To link gymnastic actions to create a sequence. 	<p style="text-align: center;"><u>Music</u></p> <p>Rhythm in the Way We Walk/ Banana Rap</p> <p>Build on learning about the differences between pulse, rhythm and pitch (with a focus on pitch this term)</p> <ul style="list-style-type: none"> • To copy back rhythms. • Understand that pitch is high and low tones • To learn about features of reggae music • To develop skills for following a conductor while singing/playing an instrument • To develop improvisation skills • To contribute to whole-class compositions 	<p style="text-align: center;"><u>Computing</u></p> <p>Introduction to Keyboard Skills</p> <ul style="list-style-type: none"> • Understand that words can be used to convey information. • Understand that text / words come in different sizes, colours and styles. • Enter single letters to type names – edit style, colour etc.. • Use a word bank to create simple sentences about a topic. • Produce text on screen to accompany a picture. • Understand that work can be saved and retrieved for editing. 	<p style="text-align: center;"><u>Science</u></p> <p>Seasonal Change – Autumn/Winter</p> <ul style="list-style-type: none"> • Observe changes across the 4 seasons • Observe and describe weather associated with the seasons and how day length varies

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