

## Maths

### Number: Place Value:

Consolidate counting, reading and writing forwards and backwards from any number 0 – 20.

Count one more, count one less, and compare groups using language such as equal, more, greater, less, fewer.

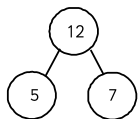
Using a number line.

Introduce < and > and = to compare number.

Order groups of objects and numbers, ordinal numbers and the number line.

### Number: Addition and Subtraction:

Introducing the part-whole model; ie:



$$5+7=12$$

$$7+5=12$$

$$12-5=7$$

$$12-7=5$$

Reasoning and problem solving are integral to our daily maths lessons these skills develop.

## PSHE: Being ME in my world

### Value: RESPECT

To understand that respect is treating others nicely.

To know that my feelings are important.

To think about how we can care about other people and their feelings.

To work well with others and understand rights and responsibilities.

## Year 1 Curriculum Overview

### Autumn 1

## Science

Identify, name, draw and label the basic body parts of the human body.

Describe the parts of the body and their uses -

Explain why different parts of the body are important and their function.

Know the five senses and identify the parts of the body associated with each sense.

Carry out simple tests linked to each sense such as: blindfold challenge, food tasting, listening challenge and what's in the bag. Understand how each sense is used and give examples. E.g. I can smell someone baking, I can hear the birds in the trees.



## Geography

To understand the features of a simple map – school and local area.

To use field work from a local area walk to develop observational skills.

To use aerial photographs and plan perspectives of the school and the local area to recognise landmarks.

To create a simple map, identifying and representing key features.

## English

### Phonics:

Revision of Phase 3 and 4 taught in Reception, adding the prefix '**un**' (eg zip – unzip); and the suffixes **-s** (eg pen – pens); **-es** (box – boxes); **er, est -ing** (quick – quicker, quickest); **-ed** (jump – jumping – jumped)

### Tricky words – reading then spelling

Oh, their, people, liked, Mr, Mrs, these, friend. Where, also, call, want, could, should, would, we're

### Reading:

Developing and applying new phonic skills  
Discussing and clarifying the meaning of words, linking new meanings to known vocabulary  
Through discussion, develop understanding of texts.

Develop pleasure in reading and motivation to read with daily opportunities to read, story times and weekly visits to the school library.

Class text focus: Funnybones by Janet and Allan Ahlberg; Poetry: All About Me

### Writing:

Write simple sentences using basic punctuation – finger spaces, full stops and capital letters.

Use phonic knowledge to write words in ways that match their spoken sounds.

Begin to use question marks to write questions for characters.

Retell stories and explore personal experiences

## History

Can talk about people in their lives past and present. E.g. parents and grandparents.

Can order people in their family by age, i.e. baby, child, adult, old person.

Create a timeline of their life to know where the people and events they study fit within a chronological framework.

Know about changes within their living memory – including change in monarch – Queen Elizabeth II and King Charles III



## RE: Myself:

Getting to know each other and appreciating that everybody has different preferences

Discussing how families celebrate different occasions such as birthdays.

Sharing emotions and opinions, expressing ourselves in different ways.

Identify similarities and differences between the lives and faith traditions of myself and others.

Exploring our own identity.



## Art and Design

Develop a wide range of art and design techniques using lines, shape and form.

Representing a face with features.

I can use observation and memory to create pictures that represent real things showing recognisable shape and form.



## Computing

What is technology? Identify the different purposes of technology.

To find out about and use a range of everyday technology.

Follow a set of simple instructions.

Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions – explore algorithms through the use of a blue-bot correctly.

Explore algorithms to instruct and move a blue-bot to different parts on a map.

Begin to de-bug simple algorithms.

## PE:

### Games

Developing ball skills: throwing, catching, rolling, bouncing, kicking and dribbling.

Using these skills in basic games following simple rules.

### Gymnastics

Experiment with different ways of moving with control, following different pathways.

Hold a balance on different parts of the body, showing control.

To transfer skills to simple apparatus.

## Music

My Musical Heartbeat

Hip Hop

Find and keeping a steady beat.

Play and clap simple rhythmic patterns.

Respond to different pitches.

Respond to the questions thinking about the music.