

## Maths

### Number: Addition and Subtraction

Part-whole model, addition symbol, fact families including number bonds within 10.

Compare number bonds finding systematic methods.

Adding together, adding more and finding a part.

Subtraction - how many left by crossing out, introducing the subtraction symbol and finding a part by breaking a part.

Subtraction by counting back and by finding the difference.

Comparing addition and subtraction statements.

### Geometry: Shape

Recognise and name 2D & 3D shapes.

Sort 2D & 3D shapes.

Create patterns with 3D and 2D shapes.

## PE:

### Outdoor

Football - Can show control over an object in pushing, patting, throwing, catching or kicking it

Throw with some accuracy and appropriate power.

Point arms in the direction you are passing (crocodile). - Play a game with a partner. Know that you need rules to take part in a game.

### Indoor

#### Dance

Can respond to music through moving.

Perform dances using simple movement patterns.

Match movements to music in dance (e.g. fast, slow).

Know more complex dance routines.

## Year 1 Curriculum Overview

### Autumn 2 - Our Magical Winter Wonderland

Statements in blue show learning that is based on our 'Recovery Curriculum' as a result of the coronavirus pandemic. Children will be taught, or have the opportunity to revisit, gaps in their skills and knowledge from the previous year group's curriculum.

### 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.

### PSHE

#### VALUE: Kindness

I understand that everyone is different.

I include other children when I play and use kind words and I help others.

Accept everyone is different, include others when working and playing, know how to help when someone is being bullied, trying to solve problems, using kind words, know how to give and receive compliments.

## English

### Phonics:

Teaching of Phase 4 blends and tricky words.

Teaching of Phase 5 sounds and tricky words.

Sounds explored through games, phoneme detectives, use of phoneme frames and comprehension associated with new vocabulary.

Reading: Using phonics to understand familiar vocabulary.

Reading class novels, poetry, familiar stories (Winter/Christmas stories) and non-fiction. Guided reading sessions focussing on:

Developing and applying new phonic skills and understanding of the text.

Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views.

Listening to and enjoying a range of class novels, poetry and non-fiction texts.

### Writing:

Non-fiction writing - Exploring what a non-fiction text/book is and identifying it's features: Contents page, index, headings, 'The Polar Express' constructing basic sentences using phonics, finger spaces, full stops and capital letters. Creating tickets, a recipe for making hot chocolate, recount of pyjama day, Descriptions of different trains, labelling trains.

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

Reading the story 'The Polar Express' and composing simple sentences. Retelling the story and exploring experiences related to the story: Questions for the characters, descriptions of their own winter wonderland.

### Poetry -

Planning and writing poems all about winter based on the poem 'Snow'

## Art and Design

Develop a wide range of art and design techniques in using colour, line, shape and form. (Testing different shades of blue).

Use drawing and painting to develop and share their ideas, experiences and imagination.

Develop a wide range of art and design techniques in using shape, colour, pattern and texture - winter collage.

Know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Winter landscapes - Pieter Bruegel the Elder.

New Year (2021) calendars.

## Design Technology

Design purposeful, functional, appealing products for themselves and other users based on design criteria. I can represent what I am going to make by drawing, writing and labelling e.g. a sliding mechanism and a salt dough Christmas ornament.

Explore and use mechanisms [for example, levers, sliders], in their products. Know how to use and make a sliding mechanism for a Christmas card.

Evaluate their ideas and products against design criteria. Relate their finished product to initial design.

## Music

Christmas performance + Can you sing it?

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Play untuned instruments musically. (Tambourine, maracas, triangle, drum).



RE: Celebrations I know how I celebrated a festival or significant event with my family and I can talk about activities associated with different festivals

Birthday celebrations, finding out about Harvest festivals in different faiths, discovering the history behind Bonfire Night, Guru Nanak's birthday - the significance to Sikhs, Hanukkah, the festival of light - significance to Jews, The Nativity.

History - Talk about how things have changed over time - explore how trains have changed over time.

Comparing old and new (Steam & modern trains).

Recall events beyond living memory: Knowing that there was a world war in the past and that we remember this every year. (Remembrance Day).

## Computing

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

Use technology safely and respectfully, keeping personal information private - E-safety.

To discuss why it is important to stay safe when using different forms of technology. - Smartie the Penguin and Hector the Protector.

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 beebot correctly.

Explore algorithms to instruct and move a beebot to different part of a magic winter wonderland.

Begin to de-bug simple algorithms.

## Geography

Name the 4 countries of the UK and capital cities and its surrounding seas. - Using atlases to identify counties and seas, explore toys from around the world and how they are different in different counties.

Know the 4 seasons and the most typical weather for each season in this country - creating calendars, learning walks around school looking for aspects of autumn & winter.