

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

Cricket – Can run safely and stop and change direction when travelling.

Change direction when travelling without stopping.

Run, swerve, and dodge-around obstacles. Move in different directions safely (forwards, backwards, sidestep). I can find a safe space.

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.

Gymnastics Can experiment with different ways of moving. Hold a balance on different parts of the body for a minimum of 3 seconds. I can say a tactic to help me to balance.

Year 1 Curriculum Overview

Autumn 2 – Our Magical Winter Wonderland

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.

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.

Music

Charanga – Rhythm in the way we walk & banana rap.

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).

Begin to read and play simple notation.

English – Reading

Phonics:

Reading focuses: Learn phase 5 sounds and alternative sounds. **ue** (as in glue), **ui** (as in suit), **aw** (as in claw), **wh** (as in when) **ph** (as in phonics), **ew** (as in grew), **oe** (as in toe), **i-e** (as in time) **u-e** (as in rude), **o-e** (as in home), **a-e** (as in came), **e-e** (as in these), **au** (as in haunt), **al** (as in ball), **ey** (as in key), **are** (as in care)

Spelling focuses: Learn correct grapheme choices for CORE words where:

- /ai/ is spelled <ai> or <ay>
- /ow/ is spelled <ow> or <ou>
- /igh/ is spelled <igh> or <ie>
- /ee/ is spelled <ee>, <y> or <ea>
- /oi/ is spelled <oi> or <oy>
- /ur/ is spelled <ur> or <ir>
- /w/ is spelled <w> or <wh>
- /f/ is spelled <f>, <ff> or <ph>

Reading: Using phonics to understand familiar vocabulary.

Reading class novels, poetry, familiar stories (Winter/Christmas stories) and non-fiction. Guided reading sessions focus 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 its features: Contents page, index, headings, writing fact files about polar bears and puffins.

Fiction – 'The bear who went boo!' constructing basic sentences using phonics, finger spaces, full stops and capital letters.

Character descriptions. Identifying question marks and writing questions about the characters.

Poetry –

Learning and reciting a simple poem. Identifying rhyming couplets. Planning and writing poems all about winter based on the poem 'Snowflake, Snowflake'

Art and Design

Artist – Paul Klee. The cat and the bird. Children will explore different lines and colours to create and imitate the techniques used by Paul Klee.

Develop a wide range of art and design techniques in using colour, line, shape and form.

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.

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.

New Year (2022) calendars.

Design Technology

Design purposeful, functional, appealing products for themselves and other users based on design criteria.-

Moving picture books for children in Nursery.

I can represent what I am going to make by drawing, writing and labelling e.g. a sliding mechanism.

Explore and use mechanisms [for example, levers, sliders], in their products.

Know how to use and make a mechanism for a moving picture book.

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



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 – significance to Christians.

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.

History

Talk about how things have changed over time – explore how music has changed from the 1950's to present day.

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

Know about changes within their living memory.

Create a timeline of my family and talk about why these people are important to me.

Talk about how things have changed over time – explore how our school has changed from 1950's to present day.

Geography

To read a simple map of our school and create simple symbols to represent places around school.

Know the 4 points of a compass.

Create a simple map of the classroom using simple symbols and key words.

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.