

### Maths: Place Value within 20

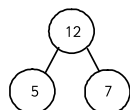
Consolidate counting, reading and writing forwards and backwards from any number 0 – 20. Count one more, count one less, and compare groups using language such as equal, more, greater, less, fewer.

Use a number line.

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.

**Art** - Develop a wide range of art and design techniques using lines, shape and form. Representing a face with features.

**Music** – Find and keeping a steady beat. Play and clap simple rhythmic patterns. Respond to different pitches.

**Computing**- Understand what algorithms are, how they are implemented as programs, exploring algorithms through the use of a blue-bot correctly.

**Gymnastics** - Jump from one foot to two feet and from one foot to the other foot. Understand how to land safely when jumping .

## Year 1 Curriculum Overview

### Autumn 1

#### 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)

#### Science- The Human Body

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

Describe the parts of the body and their uses -

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

Carry out simple tests linked to each sense.

#### Geography

To understand the features of a simple map.

To use field work to develop observational skills.

To use aerial photographs of the local area, recognising landmarks.

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

#### History

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

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

### English

**Tricky words** – consolidation of reading and spelling:

he, she, we, me, be, was, my, by, you, put, pull, her, they, all, are, today, so, have

#### **Reading:**

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.

#### **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.

Retell stories and explore personal experiences.

#### **PSHE: Being ME in my world**

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.

#### **RE- Myself**

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

Discussing how families celebrate different occasions such as birthdays.