

## Maths

### Number: Place Value:

Sort, count and represent objects to 10.

Count, read and write 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.

Introduce < and > and = to compare number. Order groups of objects and numbers, ordinal numbers and the number line.

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.

## Year 1 Curriculum Overview

### Autumn 1 - The Wonderful World of Me

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.

### Geography

Knows that a map can help you to find the way.

Use and draw simple pictures to represent places.

To recognise features on photographs of a familiar place.

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

To devise a simple map of the classroom, identifying and representing key features.

Use field work and observational skills to study the geography of their classroom and school.

Use aerial photographs and plan perspectives of the school and the local area to recognise landmarks and basic human and physical features.

## English

### Phonics:

Revise Phase 3 graphemes.

Learn the Phase 3 trigraphs ear, air and ure.

Revise Phase 2 and 3 tricky words.

Learn Phase 4 blends

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

### Reading:

Reading class novels, poetry, familiar stories (Julia Donaldson) and non-fiction.

Guided reading sessions focussing on:

Using phonics to understand familiar vocabulary.

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 - constructing basic sentences using phonics, finger spaces, full stops and capital letters.

Writing a recipe for making porridge.

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

Reading the story 'Funny Bones' and composing simple sentences.

Learning the story 'The Magic Porridge Pot' (Pie Corbett teaching style). Retelling the story and exploring experiences related to the story: Questions for the characters, story settings and writing simple adapted stories.

## PSHE: Being ME in my world

## Value: RESPECT

To understand that respect is treating others nicely and that my feelings are important.

Help others to feel welcome, try to make our school community a better place, think about everyone's right to learn, care about others feelings, work well with others, and understand rights and responsibilities.

## 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.

To begin to understand about events beyond living history and how significant historical events, people in and places in their locality such as how the was in the past and how it compares to now.

## RE: Myself:

I can identify similarities and differences between the lives and faith traditions of myself and others.

Getting to know each other, appreciating that we have specific preferences, knowing about our own identity, how families celebrate, sharing emotions and opinions, expressing ourselves in different ways.

## Art and Design

To safely use and explore a variety of materials, tools and techniques.

To use materials to design and make products.

Develop a range of techniques in using colour, line, shape, pattern and texture.

To use drawing and painting to share ideas, experiences and imagination.

To know about a range of artists, craft makers and designers and to be able to describe similarities and differences, and make links to their own work. (Andy Warhol - Pop art).

## Design Technology

I know that I need to wash hands before preparing and eating food.

To evaluate existing 'porridge' products on the market, to then be able to create and design their own porridge recipe.

To create a design criteria to make their own product.

To select from, and use a range of tools and equipment that they will need to make their product.

To evaluate their recipe and porridge, using the design criteria.

## Music

Charanga - Hey you! (Singing focus)

Talk about a piece of music saying what they like and dislike.

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

Listen with concentration and understanding to a range of high-quality live and recorded music.

## PE:

Rugby & 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.

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.

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.

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.

## Computing

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

Follow a set of instructions

To use technology purposefully to create, organise, store, manipulate and retrieve digital content - children to use the I pads to take photos of themselves and video tours of the classroom.

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.

## 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.

