



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in  
all its fullness!'** John 10:10  
**'Achieving great things through  
learning and growing together in a  
love-filled Christian family'**

## Year 1 Autumn 1 Curriculum Overview

### English

#### **Stories by the same author: Oliver Jefferies**

Lost and Found

#### **Key Vocabulary**

**characters, events, capital letters, full stops, opening, middle, ending, sequence, author, predict, story**

#### **Key Learning**

Read accurately by blending sounds in unfamiliar words.

Make predictions based on what has been read so far and recall specific information in fiction texts.

Identify and discuss the main events and characters in stories.

Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.

Say, and write simple sentences which make sense.

Separate words with spaces and re-read every sentence to check if it makes sense.

Use punctuation to demarcate simple sentences (capital letters and full stops).

Compose and sequence our own sentences to write short narratives.

#### **Non-chronological reports**

Animals

#### **Key Vocabulary**

**conjunction, non-chronological report, question marks, title, contents page, labelled diagram, facts**

Explain clearly our understanding of what is read to us and recall specific information in non-fiction texts.

Locate parts of text that give particular information.

Compose and sequence our own sentences to write short non-fiction texts.

Use the joining word and to link words and clauses.

Identify and use question marks.

Compose and sequence our own sentences to write short non-fiction texts (information texts).

### **Poems on a theme**

Weather and Seasons

#### **Key Vocabulary**

**nouns, adjectives, plural, poem, rhyme, repetition, recite, finger spaces**

Make singular nouns plural using 's' and separate words with spaces.

Orally plan and rehearse ideas.

Write in different forms with simple text type features (poems with simple structures).

Listen to and discuss a range of poems.

Recognise and join in with language patterns and repetition.

Enjoy and recite rhymes and poems by heart.

## **Maths**

### **Place Value (within 10)**

#### **Key Vocabulary**

**count, sort, less, more, forwards, backwards, zero, one, two, three, four, five, six, seven, eight, nine, ten, compare, equals, greater than, less than, first, second, third, fourth, fifth**

#### **Key Learning**

Count, read and write both forwards and backwards from any number (0-10)

Find one more and one less than a number.

Compare groups and numbers using both mathematical language and symbols.

Order groups and numbers.

Understand and use ordinal numbers (1st, 2nd, 3rd....).

Use a number line to count forwards and backwards.

### **Addition to 10**

#### **Key Vocabulary**

**addition, add, zero, one, two, three, four, five, six, seven, eight, nine, ten, equals, symbol, number bonds, part-whole, fact families, parts, whole, number sentences, partition, represents, pattern**

#### **Key Learning**

Represent a number using two parts and a whole.

Find addition facts using fact families.

Find and compare number bonds to 10.

## **Religious Education (RE)**

### **Harvest**

#### **Key Vocabulary**

**Harvest Festival, celebrate, thankfulness, Sukkot, Christian, Jewish, charities, Sukkah**

#### **Key Learning**

Talk about how my school celebrates Harvest.

Think about ways I can help others.

Say what I feel about some of the things we talked about during the harvest festival project.

Talk about the ways in which the Jewish festival of Sukkot is celebrated.

## Science

### **Animals**

#### **Key Vocabulary**

**Reptile, amphibian, mammal, bird, fish, species, carnivores, herbivores, omnivores, vertebrates, warm-blooded, cold-blooded**

#### **Key Learning**

Know the main animal groups.

Learn about differences between animal groups.

Know different animal diets.

Understand and describe the difference between wild animals and pets.

Explain the characteristics of an animal.

## Geography

### **Weather and Seasons**

#### **Key Vocabulary**

**January, February, March, April, May, June, July, August, September, October, November, December, Autumn, Winter, Spring, Summer, months, year, weeks, days, weather, seasons**

#### **Key Learning**

Order the months of the year and recognise seasons.

Spot the differences between the seasons.

Identify the types of clothing worn in different weather.

Identify the types of weather we have in the United Kingdom and record the daily weather in our area.

Explore how the weather affects our daily activities and different jobs.

## Art and Design

### **Landscapes using different media**

#### **Key Vocabulary**

**figurative, horizon line, impressionism, landscape, post Impressionism, representation, shading, tones**

#### **Key Learning**

Talk about landscapes using different media.

Identify the key features of a landscape.

Explore different textures.

To paint using different tints and shades.

To reproduce and apply an artist's colour range to their own work.

To create details using controlled painting and other materials and objects.

## Physical Education (PE)

### **Gymnastics**

#### **Key Vocabulary**

**Egg roll, pencil roll, tuck jump, star jump, travel, hop, skip, run, jump, crawl, sequence, perform, apparatus, balance, movement**

#### **Key Learning**

To demonstrate travelling actions.

To demonstrate different types of jumps.

To demonstrate different types of rolls.

To create and perform a sequence.

To use apparatus to perform a sequence.

## **Fundamental skills**

### **Key Vocabulary**

**Underarm, overarm, throw, catch, hop, skip, bounce, run, kick, roll**

To demonstrate underarm and overarm throwing.

To demonstrate hopping and skipping.

To demonstrate catching and bouncing a ball.

To demonstrate running and jumping.

To demonstrate kicking and rolling a ball.

## **Personal, Social and Health Education (PSHE)**

### **What is the same and what is different?**

#### **Key Vocabulary**

**likes, special, unique, similar, different**

#### **Key Learning**

What we like/dislike and are good at.

What makes us special and how everyone has different strengths.

How our personal features or qualities are unique to us.

How we are similar or different to others, and what we have in common.

To use the correct names for our main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.

## Computing (iJam)

### iLoop

#### Key Vocabulary

instrument, structure, genre, evaluating, live loops, a cappella

#### Key Learning

This is an introduction to basic songwriting skills using GarageBand.

Pupils will work initially as a class creating a class song before moving into pairs or small groups to create a short composition using a variety of instruments and sounds available within the app.

## Music

### Singing

#### Key Vocabulary

Breathing, diaphragm, posture, diction, call and response, scales, movement

#### Key Learning

Pupils will learn the importance of warming up and cooling down before and after singing.

They will learn how to breathe within a song without 'snatching' breath and how posture can help with our breathing.

Pupils will also learn the keyword diction and see how useful it is; they will also investigate when it's used and when it's dropped and the reasons behind this.

## French

### Greetings and Numbers

#### Key Vocabulary

Un (One) Deux (Two) Trois (Three) Quatre (Four) Cinq (Five) Six (Six) Sept (Seven) Huit (Eight) Neuf (Nine) Dix (Ten), *bonjour, salut, au revoir, s'il vous plaît, merci, oui, non, 'C'est combien?', 'Comment t'appelles tu?', 'Je m'appelle \_\_\_', 'Quel âge as-tu?', 'J'ai \_\_\_ans'.*

#### Key Learning

Pupils will be introduced to the French language by learning basic greetings and gaining an understanding of the numbers 1-10, so they can use them in a range of contexts.

## Reminders and Homework

- PE days are on Thursdays and Fridays.
- Banded books will be changed on Monday and Thursday. Library books will be changed on a Monday only.
- Children are expected to read a minimum of three times a week to support their developing phonic knowledge.
- Children are also expected to practise reading and learning to spell the Year 1 common exception words (tricky words) at home. These are glued into the front of their reading records.
- It is also beneficial for your children to practise their 2s, 5s and 10 times tables at home. Purple Mash and TTRockstars can be used to support your children with this. Their logins for these websites are glued into the front of their reading records.
- Children will be getting a weekly double-sided homework sheet with handwriting and phonics activities on to help consolidate their learning.