



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 2 2022 Curriculum Overview

English

Stories with repetitive patterns (the Gruffalo)

Key Vocabulary

characters, events, capital letters, full stops, finger spaces, question marks, opening, middle, ending, story, repetition, conjunction

Key Learning

- Identify and discuss the main events and the main characters in stories.
- Recall specific information in fiction texts.
- Make basic inferences about what is being said and done.
- Use the joining word 'and' to link words and clauses.
- Say, and hold in memory whilst writing, simple sentences which make sense.
- Separate words with spaces.
- Re-read every sentence to check it makes sense.
- Use punctuation to demarcate simple sentences with capital letters and full stops.
- Identify and use question marks.
- Use capital letters for names of people.
- Use familiar plots for structuring the opening, middle and end of their stories.

Poems based on a theme

The Great Fire of London

Key Vocabulary

nouns, adjectives, proper noun, poem, rhyme, repetition, recite, finger spaces

- Listen to a range of poems at a level beyond that at which they can read independently
- Recognise and join in with language patterns and repetition.
- Read words containing -ed endings.
- Use patterns and repetition to support oral retelling.
- Enjoy and recite rhymes and poems by heart.
- Give opinions and support with reasons.
- Separate words with spaces.
- Write in different forms with simple text type features - *poems with simple structures*.
- Read aloud their writing audibly to adults and peers.
- Use capital letters for names of places.
- Add suffixes to verbs where no spelling change is needed to the root word e.g. *help – helped, helper, helping*.

Diary Entries

The Great Fire of London

Key Vocabulary

diary, chronological order, full stops, capital letters, time conjunctions, question marks, finger spaces

- Read accurately by blending sounds in unfamiliar words and recall specific information in non-fiction texts.
- Explain clearly their understanding of what is read to them and locate parts of the text that give particular information
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how
- Write simple sentences that can be read by themselves and others.

- Use question marks and punctuation to demarcate simple sentences with capital letters and full stops.
- Use capital letters for names of people and places.
- Discuss their writing with adults and peers and read aloud their writing audibly to adults and peers.

Maths

Addition and subtraction within 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, subtract, take away

Key Learning

To subtract a single digit number from another number less than 11.

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

To represent and use number bonds and related subtraction facts within 10.

To add and subtract 1-digit and 2-digit numbers to 10, including zero.

To solve simple addition and subtraction problems.

Geometry (Shape)

Key Vocabulary

Shape, 2-D, 3-D, patterns, sort, square, triangle, rectangle, circle, oval, curved, straight, sides, corners, pentagon, hexagon, cube, cuboid, triangular prism, pyramid, cylinder, sphere, faces, vertices, edges

Key Learning

Recognise and name 2-D and 3-D shapes.

Sort 2-D and 3-D shapes.

Make and complete patterns with 2-D and 3-D shapes.

Religious Education (RE)

God and Creation-

Key Vocabulary

God, creation, Genesis, pollution, world, environment,

Key Learning

Talk about what they find amazing, interesting or puzzling in creation.

Understand that they are creative beings and enjoy their creative skills.

To know that Christians, Muslims, and Hindus believe that God created the world.

To know the creation stories are at the very beginning of the Bible and be able to recall details briefly.

To know that Christians, Muslims, and Hindus believe that people should be taking care of our world.

To know that Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God.

Christmas-Why do we give and receive gifts?

Key Vocabulary

Gift, Wise Men, Magi, Jesus and promise

Key Learning

Talk about the feelings associated with giving and receiving gifts and to talk about giving gifts that are not objects.

To retell the nativity story in two parts, a) the shepherds and b) the wise men.

To know that Christians believe that Jesus is God's gift to the world and the Wise Men (Magi) visited Mary, Joseph and Jesus after Christmas.

To know that Christians believe that the gift of Jesus shows God's love and care for the world and they believe Jesus is God's son the promised Messiah.

Science

Seasonal Changes

Key Vocabulary

Autumn, Winter, Spring, Summer, weather, changes, seasons, months of the year, hibernate, temperature

Key Learning

Know the differences between the four seasons of the year and give examples.

Know that the weather changes at different times of the year.

Record the weekly weather in a Winter month and to investigate how you can record rainfall.

To look at the changes between different seasons with a focus on the amount of daylight, the temperature, the weather and plant growth.

History

What effect did the Great Fire have on the people and the city of London? (Events beyond living memory)

Key Vocabulary

Samuel Pepys, Pudding Lane, fire-break, rats, bakery, King Charles II, diary, primary source, secondary source

Key Learning

Recognise the distinction between past and present.

Make simple observations about different people, events, beliefs and communities.

Identify some similarities and differences between ways of life at different times.

Retell some events from beyond their living memory which are significant nationally or globally.

Use sources to answer simple questions about the past.

Retell simple stories or events from the past.

Design and Technology

Making a vehicle (Fire Engines)

Key Vocabulary

axle, wheels, chassis, structure, plan, evaluate, design

Key Learning

To explore modern fire engines.

To investigate wheels, axles and chassis and to investigate ways of creating and decorating the body of a fire engine.

To be able to design a fire engine and make a fire engine based on that design.

To be able to evaluate a finished product.

Physical Education (PE)

Dance (Fire! Fire!)

Key Vocabulary

swing, turn, fall; whirl, float, pounce; gallop, twist, leap; crawl, slide, arch, movement, sequence

Key Learning

To interpret words and perform them through physical actions.

To express ideas and respond to a range of stimuli linked to the Great Fire of London.

To develop a dance with clear start, middle and end.

To observe and evaluate dances using the different action word movements/phrases.

To use the information above to improve performance should be included throughout the unit of work.

Fundamental skills-Focus on the underarm throw and rolling a ball

Key Vocabulary

Underarm, throw, catch, roll, release, control, target

Key Learning

To demonstrate underarm throwing with control to a specific target.

To demonstrate rolling a ball with control to a specific target.

Personal, Social and Health Education (PSHE)

Who is special to us?

Key Vocabulary

likes, special, family, belonging, same, different,

Key Learning

To know that family is one of the groups they belong to, as well as, for example, school, friends, clubs.

To identify the different people in their family including those that love and care for them.

To identify what their family members, or people that are special to them, do to make them feel loved and cared for.

To understand how families are all different but share common features.

To know what is the same and different about each other.

Computing (iJam)

iCode

Key Vocabulary

Computer; Algorithm; Coding; Repeats; Conditional; Function

Key Learning

To learn to program simple shapes on the app Kids Coding and to be able to use code to solve problems.

To understand how to write in steps and be able to demonstrate when writing code.

Music (iJam)

Music Theory with Keyboards

Key Vocabulary

Instrument, Pitch, Timbre, Orchestra, Big Band, Melody, Rhythm, Beat, Composer, Call and Response, Musical Ear, Crotchet, Minim, Quaver

Key Learning

Pupils will be able to recognise a crotchet, minim and semibreve and give the notational value of each note.

Pupils will be able to perform rhythmic patterns on the keyboards and by clapping.

Pupils will become familiar with the instruments of an orchestra and a Jazz big band.

French (iJam)

Greetings and Numbers

Key Vocabulary

rouge, jaune, bleu, orange, rose, vert, violet, marron, noir, blanc, 'C'est combien?', 'C'est quelle couleur?'

Key Learning

Pupils will recognise and say the names of the colours.

They will also combine the use of numbers and colours.

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.