



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 2024 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 that 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.

Diary Entries

The Great Fire of London

Key Vocabulary

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

Key Learning

- 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.

Poems based on a theme

Key Vocabulary

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

Key Learning

- 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.*

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)

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

- To know the differences between the four seasons of the year and give examples.
- To know that the weather changes at different times of the year.
- To record the weekly weather in an Autumn and 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

- To recognise the distinction between past and present.
- To make simple observations about different people, events, beliefs and communities.
- To identify some similarities and differences between ways of life at different times.
- To retell some events from beyond their living memory which are significant nationally or globally.
- To retell use sources to answer simple questions about the past.
- To retell simple stories or events from the past.

Geography

Weather and Seasons (continued)

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

- 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.

Design and Technology

Making a moving picture

Key Vocabulary

Mechanism, slider, label, plan, test, design criteria, purpose, product, evaluate, strengths, weaknesses.

Key Learning

To design a moving picture for a given audience.

To identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make.

To clearly label drawings to show which parts of their design will move and in which direction.

To make a picture, which meets the design criteria, with parts that move purposely as planned.

To test a finished product, assessing whether it moves as planned and if not, explaining why and how it can be fixed.

To review the success of a product by testing it with its intended purpose.

Physical Education (PE)

Gymnastics (continued)

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-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)

Keeping Safe

Key Vocabulary

rest, grow, energy, routine, nervous, worried, anxious, scared, safe, unsafe, acceptable, unacceptable, comfortable, uncomfortable, illness, harmful, helpful, liquid, tablet, inhaler, injection, substances.

Key Learning

- To recognise the importance of sleep in maintaining a healthy, balanced lifestyle.
- To recognise emotions and physical feelings associated with feeling unsafe.
- To identify people who can help them when they feel unsafe.
- To understand and learn the PANTS rules.
- To name and know which parts should be private.
- To explain the difference between appropriate and inappropriate touch and understand that they have the right to say “no” to unwanted touch.
- To understand how to stay safe online.
- To understand that medicines can sometimes make people feel better when they're ill.
- To explain simple issues of safety and responsibility about medicines and their use.
- To recognise the range of feelings that are associated with loss.

Computing (iCode)

iCode.

Key Vocabulary

Computer; Algorithm; Coding; Repeats; Conditional; Function.

Key Learning

To learn to program simple shapes on the app Kids Coding.

To apply logical thinking to solve a series of problems.

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

To use coding language.

Music (Percussion Instruments- Lite Level 1)

Key Vocabulary

percussion, crotchets, quavers, dynamics, crescendos, diminuendos, rhythm, tempo, minim, soundscape.

Key Learning

To know the definition of a percussion instrument.

To play a variety of percussion instruments correctly and accurately.

To know the meaning of dynamic.

To follow dynamics markings and change how they play accordingly.

To be able to count crotchets and quavers and play them at a steady pace.

To be able to sight read crotchet and quaver rhythms and play them without practising.

To know what tempo is.

To follow the conductor's instructions and adjust their playing tempo accordingly.

To play along to the piece of music, counting crotchet, quavers and minims.

To use their percussion instrument to imitate a sound.

To be create their own one bar rhythm and loop it at a steady tempo.
To play a different one bar rhythms containing crotchet rests.

French (Colours and Animals)

Key Vocabulary

onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, rouge, vert/e, bleu/e, orange, violet/te, jaune, rose, marron, brun/e, noir/e, blanc/he, gris/e, le chien, le chat, le cochon d'Inde, le lapin, la tortue, le cheval, la vache, le cochon, le mouton, le taureau, le poisson, la baleine, la pieuvre, le requin, le dauphin, l'éléphant, le lion, la girafe, l' ours, le tigre,

Key Learning

To revise basic greetings and French questions.

To learn the numbers 11-20.

To learn the names of the colours.

To learn animals in French and how to say their favourite colour.

To continue practising the colours and animals and learn to ask and answer the question, 'What colour is it?'

To describe using French adjectives and review animal vocabulary.

To ask and answer "Do you have animals at home?"

Reminders and Homework

- PE days are on Mondays and Wednesdays.
- Banded books will be changed on Monday and Wednesday. Library books will be changed on a Wednesday only.
- Children are expected to read a minimum of three times a week to support their developing phonic knowledge. Re-reading the same book is extremely beneficial as it gradually increases the number of words in it that the children can read 'at a glance.'

- Children are also expected to practise reading and learning to spell the Year 1 common exception words (tricky words) at home.
- 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 have been sent to you via Class Dojo messenger.
- Children require a simple clear water bottle. Our school rule is for the bottle to be filled with water or flavoured water only. It should be a clear liquid.