St Francis RC Primary School Curriculum Overview Autumn Term Year 1

Curriculum	Autumn 1	Autumn 2
Creative Learning Project	The Enchanted Woodland	Paws, Claws and Whiskers
Focus	Science	Science
Writing Focus	Narrative – retelling a story ♣Talk about ideas for writing. ♣Know what to write about. ♣Choose one idea for a sentence. Say the sentence aloud. Check that the sentence makes sense. Hold the sentence in your head. Write the sentence. ♣Read the sentence and check that it makes sense. ♣Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. ♣Decide on the next sentence which will say what happened next.	Narrative ♣Talk about ideas for writing. ♣Know what to write about. ♣Choose one idea for a sentence. Say the sentence aloud. Check that the sentence makes sense. Hold the sentence in your head. Write the sentence. ♣Read the sentence and check that it makes sense. ♣Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. ♣Decide on the next sentence which will say what happened next.
Cross curricular Maths	♣Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds). ♣Recognise and know the value of different denominations of coins and notes.	
Science	Seasons ♣ observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies.	
	Plants and animals /Identifying and classifying Pupils will be taught to ♣ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ♣ Identify and describe the basic structure of a variety of common flowering plants, including trees.	Plants and animals /Identifying and classifying Pupils will be taught to ♣Identify and name a variety of common animals that are carnivores, herbivores and omnivores. ♣ Identify and classify. ♣Gather and record data to help in answering questions. ♣Perform simple tests.

	♣Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	♣Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). ♣Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
	Working Scientifically across Year 1 and 2 ♣asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions	
IT	Computational thinking Pupils will be taught to ♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ♣ create and debug simple programs ♣ use logical reasoning to predict the behaviour of simple programs	Multimedia book creator Pupils will be taught to ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content Child friendly! ♣I can use technology to collect information, including photos, video and sound ♣ be creative with different technology tools ♣ use technology to create and present my ideas ♣ use the keyboard or a word bank on my device to enter text.
History	To learn about the life on a significant individual.	
Geography	Place ♣Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ♣Devise a simple map; and use and construct basic symbols in a key. ♣ Use simple compass directions (North, South, East and West) and locational and directional language	Place ♣Know where the equator, North and South Pole are on a globe Identify the location of hot and cold countries in relation to the equator and the North and South poles ♣ Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. ♣Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

	(e.g. near and far; left and right), to describe the location of features and routes on a map.	♣Devise a simple map; and use and construct basic symbols in a key.

Locational Knowledge
♣Use maps and globes to locate the UK. Name, locate and identify characteristics of the four countries and capital cities of the UK.
♣ Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

Art	Working with natural materials, drawing, painting, sculpture Pupils will be given opportunity to ♣Work with natural materials, drawing, painting and sculpture. ♣Use a range of materials creatively to design and make products. ♣Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ♣Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Drawing, painting, collage, masks Pupils will be given opportunity to ♣Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ♣Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. ♣Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ♣Use a range of materials creatively to design and make products.
DT	Making animals Building structures- dens ♣Build structures, exploring how they can be made stronger, stiffer and more stable. ♣Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Making party food ♣ Talk about their own and others' work identifying strengths or weaknesses. Measure and weigh food items using non-standard measures (e.g. spoons and cups).	Designing animal enclosures ♣Design purposeful and functional products for themselves and other users based on design criteria. ♣Select from and use a wide range of materials and components, including construction materials, textiles and ingredients

Designing – Use own ideas to design something and describe how their own idea works design a product which moves to someone else how they want to make

their product and make a simple plan before making Making – use own ideas to make something, make a product which moves, choose appropriate resources and tools Evaluation - Describe how something works explain what works well and not so well in the model they have made Technical Knowledge - Make their own model stronger Food Technology - Cut food safely		
Music		Animal songs Pupils will be taught to: ♣ play tuned and untuned instruments musically
PE	Gymnastics Athletics	Invasion Games Dance
PHSCE	Rights respecting ♣Looking after the environment ♣Know what improves and harms their local, natural and built environments and about some of the ways people look after them ♣To take part in group play or conversations. ♣To give simple reasons for their own views/opinions.	Rights Respecting ♣Realise that people and other living things have needs, and that they have responsibilities to meet them.
Maths	♣Counting to 100 forward and backwards ♣Counting in 2,5,10 ♣Length, height and weight ♣Addition and subtraction ♣2D shapes	♣Count in multiples of 2s, 5s and 10s ♣Read and write numbers to 100 in numerals ♣Halves and Quarters ♣Capacity and volume ♣Money ♣Sequence events in chronological order using language ♣Recognise & use language relating to dates, including days of the week, weeks, months, years.
English: Reading Class novel	Bog Baby, Nursery rhymes Pupils will be taught to ♣Use prior knowledge to understand texts. ♣Use picture clues to support understanding. ♣Use picture clues to deepen understanding.	Lost and Found, Christmas poems Pupils will be taught to ♣Use prior knowledge to understand texts. ♣Use picture clues to support understanding. ♣Use picture clues to deepen understanding.

	♣Identify unfamiliar words and ask about meaning. ♣Use the context to make informed guesses about the meaning of unfamiliar words. ♣Discuss the meaning of unfamiliar words. ♣Identify the key events in a story. ♣Make predictions based on the events in the story. ♣Identify the characters in a story. ♣Recognise a character's feelings. ♣Say why a character has a feeling. ♣Give an opinion about a character. ♣Answer retrieval questions about the book. ♣Use information from the story to support opinion. ♣Say what they like or dislike about a book. ♣Listen to others' ideas about a book. ♣Say whether they agree or disagree with other's ideas. ♣Know that there are different kinds of books. ♣Know the difference between a story book and an information book.	♣Identify unfamiliar words and ask about meaning. ♣Use the context to make informed guesses about the meaning of unfamiliar words. ♣Discuss the meaning of unfamiliar words. ♣Identify the key events in a story. ♣Make predictions based on the events in the story. ♣Identify the characters in a story. ♣Recognise a character's feelings. ♣Say why a character has a feeling. ♣Give an opinion about a character. ♣Answer retrieval questions about the book. ♣Use information from the story to support opinion. ♣Understand that a writer can leave gaps for the reader to fill. ♣Answer questions which fill the gaps in a story. ♣Say what they like or dislike about a book. ♣Listen to others' ideas about a book. ♣Say whether they agree or disagree with others' ideas. ♣Know that there are different kinds of books. ♣Know the difference between a story book and an information book.
Phonics/Spelling/Grammar	Phase 4 and 5 Phonics ♣Know what a sentence is when speaking. ♣Recognise upper and lower case letters. ♣Find sentences in reading. ♣Notice sentence demarcation in reading. ♣Know that a sentence needs a capital letter. ♣Know that a sentence ends with a full stop. ♣Write sentences with capital letters and full stops. ♣Recognise upper and lower case letters. ♣Find the personal pronoun I in reading. ♣Notice that the personal pronoun I is always a capital.	Phase 4 and 5 Phonics ♣Know what a sentence is when speaking. ♣Know that a sentence needs a capital letter. ♣Know that a sentence ends with a full stop. ♣Write sentences with capital letters and full stops. ♣Use a capital for the personal pronoun I in writing. ♣Check that a capital has been used for the personal pronoun **I** in writing. ♣Find where capital letters have been used other than to start sentences in reading. ♣Recognise that there are special names for people and places. ♣Know that the names of people and places need capital letters. ♣Use capital letters for special names of people and places in writing.

	♣Use a capital for the personal pronoun I in writing. ♣Check that a capital has been used for the personal pronoun I in writing. ♣Find where capital letters have been used other than to start sentences in reading. ♣Recognise that they are special names for people. ♣Know that the names of people need capital letters. ♣Use capital letters for special names of people in writing. ♣Check that capital letters have been used for the special names of people.	♣Check that capital letters have been used for the special names of people and places.. ♣Notice that **and** can join two words. ♣Use the word **and** to join two words in a sentence. ♣Notice that the word **and** can join two sentences. ♣Know that the word **and** can help to join ideas together. ♣Practise joining two sentences with **and.**
Speaking and Listening	Pupils will ♣Give an opinion with a reason. ♣Listen to others' opinions. ♣Use Standard English to give an opinion. ♣Recite/perform own compositions.	Pupils will ♣Give an opinion with a reason. ♣Listen to others' opinions. ♣Use Standard English to give an opinion. ♣Recite/perform own compositions.
RE	God's Great Plan	Mary Our Mother