

Year 1 Autumn Term Curriculum Overview 2020

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--------------------|---|--------|--------|--------|--------|--------|-----------------|
| MATHEMATICS | On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To count, read and write numbers to 100 in numerals To be given a number, identify one more and one less To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number To identify and represent numbers using objects and pictorial representations To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. To count in multiples of twos To recognise the place value of each digit in a two-digit number (tens, ones) (YR2) To recognise and name common 2-D shapes [rectangles (including squares), circles and triangles] To interpret and construct simple pictograms (YR2) To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (YR2). | | | | | | Assessment Week |
| | Introduction and Assessment To write a recount using the past tense To begin to explore the features of a sentence and form simple sentences. Traditional tales- <ol style="list-style-type: none"> The Enormous Crocodile. The Gingerbread Man Hansel and Gretel <ul style="list-style-type: none"> To discuss the sequence of events and recounted them using time connectives. To be able to understand a sentence structure using capital letters, finger spaces and full stops. To describe a character and setting. Descriptive writing of characters and settings. Poetry <ul style="list-style-type: none"> To read and write poetry based on fruit using the senses Dictionary work To be able to use a dictionary and understand alphabetical order. Possible writing outcomes <ul style="list-style-type: none"> Narrative writing Recount of a story Poetry writing. | | | | | | |
| ENGLISH | Introduction and Assessment To write a recount using the past tense To begin to explore the features of a sentence and form simple sentences. Traditional tales- <ol style="list-style-type: none"> The Enormous Crocodile. The Gingerbread Man Hansel and Gretel <ul style="list-style-type: none"> To discuss the sequence of events and recounted them using time connectives. To be able to understand a sentence structure using capital letters, finger spaces and full stops. To describe a character and setting. Descriptive writing of characters and settings. Poetry <ul style="list-style-type: none"> To read and write poetry based on fruit using the senses Dictionary work To be able to use a dictionary and understand alphabetical order. Possible writing outcomes <ul style="list-style-type: none"> Narrative writing Recount of a story Poetry writing. | | | | | | |
| | The Dark by Lemony Snicket <ul style="list-style-type: none"> To make predictions about a text To describe a character using adjectives To be able to use similes to describe the dark To write a non-fiction fact file To write instruction To write a diary To retell a story To write an alternative ending To write a book review. Possible writing outcomes <ul style="list-style-type: none"> Information text and instructional texts Narrative writing Diary writing Recount of a story. | | | | | | |

HALF TERM

| Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week14 |
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| On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To recognise the place value of each digit in a two-digit number (tens, ones) (YR2) To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs To represent and use number bonds and related subtraction facts within 20 To describe position, direction and movement, including whole, half, quarter and three-quarter turns To recognise and know the value of different denominations of coins and notes To solve simple problems in a practical context involving addition of money of the same unit (YR2) To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least To represent and use number bonds To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. To compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half To measure and begin to record the following: lengths and heights using standard units. | | | | | | Assessment Week |
| The Dark by Lemony Snicket <ul style="list-style-type: none"> To make predictions about a text To describe a character using adjectives To be able to use similes to describe the dark To write a non-fiction fact file To write instruction To write a diary To retell a story To write an alternative ending To write a book review. Possible writing outcomes <ul style="list-style-type: none"> Information text and instructional texts Narrative writing Diary writing Recount of a story. | | | | | | |

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| SCIENCE | <p>Humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body Say which part of the body is associated with each sense Star scientist – Linda Buck. | | | | | | |
| HISTORY | | | | | | | |
| GEOGRAPHY | <p>What's it like where we live?</p> <ul style="list-style-type: none"> To describe the places that we go often and rarely, and what we see on the way to school To understand what is near to school, far away from school and to gain a sense of place To use and understand a simple plan of the classroom To understand and use a local area map To identify the destination of our fieldtrip, and recall the journey to get there To be able to remember a local journey and the stages in order. | | | | | | |
| ART | <p>Portraits</p> <ul style="list-style-type: none"> To introduce self- portraits To understand colour mixing and shades To use colour mixing skills to colour self-portrait accurately To complete a portrait of a friend using colour, texture and shape Use a variety of tools and techniques including the use of different brush sizes and types when painting To appreciate different styles of portraits, including abstract Talk about and show their own ideas in their artwork Experiment with and select the correct tools and materials appropriate to the technique and topic Say what they broadly think of their artwork and the artwork of others. <p>Artists: Picasso, David Bailey (Photographer)</p> | | | | | | |
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| <p>Plants</p> <ul style="list-style-type: none"> 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 Star scientist – David Bellamy <p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Star scientist – Helen Willetts and Michael Fish <p>What was life like when our grandparents were children?</p> <ul style="list-style-type: none"> To be able to identify and describe similarities and differences between my own childhood and a grandparent's childhood To be able to identify and describe similarities and differences between my home and a home in the 1950s/1960s To be able to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s/1960s To be able to identify and describe similarities and differences between shops today and those when our grandparents were children To be able to identify and describe similarities and differences between our own experience of school and our grandparents' experience To be able to use my knowledge of Grandad's school to take part in a role play. | | | | | | |
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| <p>Moving pictures.</p> <ul style="list-style-type: none"> To identify simple levers and sliders in moving books/products and explain how they work To make drawings of simple products to show how they work To use appropriate vocabulary to describe mechanisms To try out their ideas using construction kits to make simple levers To assemble strips of card to make simple sliders and lever mechanisms To use tools safely To develop their design ideas through talking and modelling | | | | | | |

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| Computing | COMPUTING STRAND: Digital Literacy Unit 1.1 Online Safety & Exploring – Program; Avatar Creator, Paint Projects, Writing Templates, 2Count (Pictograms), 2Explore (Music) | | | COMPUTING STRAND: Information Technology Unit 1.1 Grouping & Sorting – Program; 2Quiz | | Catch-up/ Consolidation | |
| | <ul style="list-style-type: none"> • To login safely • To start to introduce to the children the idea of ‘ownership’ of their creative work • To know how to find saved work in the Online Work area and find teacher comments • To know how to search Purple Mash to find resources • To know how to find saved work in the Online Work area and find teacher comments • To know how to search Purple Mash to find resources • To start to add pictures and text to work • To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New • To explore the Games section on Purple Mash • To understand the importance of logging out when they have finished. | | | <ul style="list-style-type: none"> • To sort items using a range of criteria • To sort items on the computer using the ‘Grouping’ activities in Purple Mash. | | | |
| French | <u>Les Formes (Shapes)</u> | | | | | | |
| | <ul style="list-style-type: none"> • To name and recognise up to 10 shapes in French • To attempt to spell some of these nouns • To recognise that nouns are commonly associated with an article in French and in this case ‘UN’ or ‘UNE’. • To have an opportunity to learn and/or revise numbers 1-5. | | | | | | |
| PE | <u>Send and Return</u> | | | | | | |
| | <ul style="list-style-type: none"> • To slide a beanbag/ball over an opponent’s goal line • To move to defend (stop) the ball/beanbag going over your goal line • To explore which objects are easier to slide and defend • To explore ways of sending a ball • To practice sending a ball in a variety of ways to a partner • To move positions to get in line with a ball • To return balls to a partner • To work with a partner to receive and return balls to score points against opposition • To describe how you work with a partner to receive and return successfully • To play in a rally with a partner • To use skills previously learnt to move towards and return a ball in a rally game • To describe necessary skills to play in a rally • To identify what we need to change when trying to hit over a bench • To play in games with a partner against others to core points hitting over benches. | | | | | | |

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| <ul style="list-style-type: none"> • To choose and use a given technique to make a simple slider or lever mechanism and incorporate it into a moving picture • To evaluate strengths and weaknesses of their product and what they like/improve in others work. | | |
| Computing | COMPUTING STRAND: Information Technology Unit 1.3 Pictograms – Program; 2Count, 2Connect | COMPUTING STRAND: Computer Science Unit 1.4 Lego Builders – Program; 2Quiz, Paint Projects, Writing Templates |
| | <ul style="list-style-type: none"> • To understand that data can be represented in picture format • To contribute to a class pictogram • To use a pictogram to record the results of an experiment. | <ul style="list-style-type: none"> • To emphasise the importance of following instructions • To follow and create simple instructions on the computer • To consider how the order of instructions affects the result |
| French | <u>Je Peux (I Can)</u> | |
| | <ul style="list-style-type: none"> • To recognise some common French verbs/activities • To use these verbs to convey meaning in English by matching them to their appropriate picture. • To use these verbs in the infinitive with je peux... | |
| PE | <u>Dance</u> | |
| | <ul style="list-style-type: none"> • To compose a travelling sequence using a variety of body parts • To explore ideas, moods and feelings • To show control, co-ordination and spatial awareness • To perform with an awareness of body shape with a partner • To demonstrate some musicality throughout performance • To compose a movement pattern to demonstrate unison • To develop partner work • To compose a sequence demonstrating mirroring and following • To watch what others do and suggest improvements to their work • To create a short dance based on visual stimulus • To compose a short dance sequence that shows sensitivity to the theme • To show greater control, coordination and spatial awareness in their movement patterns • To demonstrate an ability to create a dance with a clear start, middle and ending • To choose and link actions to make short dance phrases that reflect rhythmic qualities • To explore repetition through a dance sequence • To perform dance phrases and short dances that express ideas and feelings. | |

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Music

Unit: Hey You!
Styles covered (Historical context): Old School Hip Hop

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth

MUSIC STRAND: Listen & Appraise:

- Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

MUSIC STRAND: Musical Activities:

Games

- Begin to internalise, understand, feel, know how the dimensions of music work together
- Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.

Singing

- Start to sing, learn about singing and vocal health
- Begin to learn about working in a group/band/ensemble.

Playing

- Start to play a classroom instrument in a group/band/ensemble.

Improvisation
 Begin to explore and create your own responses, melodies and rhythms.

Composition

- Begin to create your own responses, melodies and rhythms and record them in some way.

MUSIC STRAND: Perform/Share

- Begin to work together in a group/band/ensemble and perform to each other and an audience
- Discuss/respect/improve your work together.

SRE/ PSHE

Heads-Up Kids – Back To School Programme

- To enable children to transition back to the school environment and feel safe and secure through routine, consistency and ritual
- To enable children to share their experiences and feelings
- To normalise worries and other big feelings
- To enable children to manage uncertainty and change.

First ½ term – settling in to KS1

- To establish more independent routines and learn how to move on from the EYFS to Key Stage 1
- To identify and use words to name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. To communicate these feelings to others and recognise how others show feelings or how they are feeling
- To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about something
- To listen to other people and play and work cooperatively. Children develop simple strategies to resolve conflict between friends.

Cross-Curricular with Science – Human Body and Senses

- To explain ways of keeping clean and understand some areas that they can look after themselves in. E.g. dressing themselves
- To understand the need for keeping their teeth clean
- To understand the need for rest and sleep.

Cross-Curricular with English – The Dark

- To know who, how and when to ask for help with their feelings
- To find ways of feeling positive if they find something scary.

Unit: Rhythm In The Way We Walk and Banana
Styles covered (Historical context): Rap, Reggae, Hip Hop

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth

MUSIC STRAND: Listen & Appraise:

- Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

MUSIC STRAND: Musical Activities:

Games

- Begin to internalise, understand, feel, know how the dimensions of music work together
- Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.

Singing

- Start to sing, learn about singing and vocal health
- Begin to learn about working in a group/band/ensemble.

Playing

- Start to play a classroom instrument in a group/band/ensemble.

Improvisation

- Begin to explore and create your own responses, melodies and rhythms.

Composition

- Begin to create your own responses, melodies and rhythms and record them in some way.

MUSIC STRAND: Perform/Share

- Begin to work together in a group/band/ensemble and perform to each other and an audience
- Discuss/respect/improve your work together.

Cross-Curricular with English / Cinderella

- To identify special people and how they should care for one another. E.g. children learn about family life and different types of families
- To recognise what is fair and unfair, kind and unkind, right and wrong.

Anti-Bullying Week

- To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about something
- To learn that there are different types of teasing and bullying and that these are wrong and unacceptable
- To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.

School Trip To The Local Park / Road Safety Week

- To identify where in the locality they feel less safe and why. (e.g. canal, river, pond, railway, roads)
- To say where and when it is safe to cross the road
- To identify what things might be harmful to them in the local environment.

Cross-Curricular with Geography – Deforestation

- To be aware of some basic things that people can do to improve or harm the local community and environment.

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Chagim: Rosh Hashanah

- To know the bracha to light RH candles
- To know we say the shehechyanu bracha on Rosh Hashanah
- To know we ask Hashem for a Shana Tova Umetuka
- To begin to understand the relevance of prayer on Rosh Hashanah
- To recognise some simanim of Rosh Hashanah
- To make a Rosh Hashanah card for their families
- To know the three basic shofar notes, animals used for shofarot
- To make an apple and honey mat.

Chagim: Yom Kippur

- To know the simple story outline of Yonah knowing the basic names and places involved
- To know we read the story of Yonah on Yom Kippur at mincha
- To learn to say sorry in Makaton
- To know simple do's and don'ts for Yom Kippur
- To make a Yonah craft

Chagim: Succot /Shemini Atzeret/Simchat Torah

- To know we turn the etrog upside down after the bracha
- To know we say al netilat lulav when we shake the Arba Minim
- To know we don't shake the lulav on Shabbat
- To be able to copy key basic brachot needed for Succot
- To know a succah becomes our home for a week
- To know we begin praying for rain on Shemini Atzeret
- To know why rain is so important for us and we want it to come as a bracha
- To know we finish reading the torah on Simchat Torah and begin all over again
- To make a Simchat Torah flag.

Hebrew reading

- To learn and consolidate letters alef to nun
- To learn and consolidate letters samech to tav.

Parasha

- Parashat Bereishit – creation, saying thank you for what we have
- Parashat Noach -Showing kindness to other people.

Topic -Shabbat

- To recognise Shabbat is a special day that we celebrate each week
- To know the basic order of events on Shabbat
- To recognise some basic do's and don'ts of Shabbat
- To know what we need for our Shabbat table.

Chagim: Chanukah

- To know we eat fried foods on Chanukah
- To know we light the chanukiah by the window to publicise the miracle
- To know we play with the sevivon on Chanukah and know the letters on it
- To know people, give money or presents on Chanukah
- To know the shamash is not in line/at the same height as the other lights
- To know we say three brachot on night one and two on the other seven nights of Chanukah
- To be able to recite the first bracha independently
- To make a kosher Chanukiah and a pop up Chanukiah.

Parasha

- Parashat Vayera-Showing we care about others
- Chayei Sara- How we show kindness to people and animals
- Parashat Toldot -Recognising we are all good at something
- Parashat Vayetze- showing gratitude
- Parashat Vayishlach- Doing everything possible to make peace.

Hebrew reading

- To learn and consolidate final chaf
- To learn and consolidate final mem
- To learn and consolidate final nun
- To learn and consolidate final feh
- To learn and consolidate final tzadi
- To learn the letters on the sevivon and their values when playing the game.

Topic- Shabbat

- To know we make Kiddush before we eat on Friday night and Shabbat and how we carry this out
- To learn the actions needed for the Havdalah brachot
- To learn senses relating to actions for Havdalah
- To know we wish each other Shavua tov after Havdalah
- To know the items needed to make Havdalah.