

## Year 1 Autumn Term Curriculum Overview 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14		
MATHEMATICS	<b>On-going application of mental, communication, problem solving and reasoning skills.</b> <ul style="list-style-type: none"> <li>To count, read and write numbers to 100 in numerals</li> <li>To be given a number, identify one more and one less</li> <li>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>To identify and represent numbers using objects and pictorial representations</li> <li>To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> <li>To count in multiples of twos</li> <li>To recognise the place value of each digit in a two-digit number (tens, ones) (YR2)</li> <li>To recognise and name common 2-D shapes [rectangles (including squares), circles and triangles]</li> <li>To interpret and construct simple pictograms (YR2)</li> <li>To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (YR2).</li> </ul>							Assessment Week	HALF TERM	<b>On-going application of mental, communication, problem solving and reasoning skills.</b> <ul style="list-style-type: none"> <li>To recognise the place value of each digit in a two-digit number (tens, ones) (YR2)</li> <li>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>To represent and use number bonds and related subtraction facts within 20</li> <li>To describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> <li>To recognise and know the value of different denominations of coins and notes</li> <li>To solve simple problems in a practical context involving addition of money of the same unit (YR2)</li> <li>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</li> <li>To represent and use number bonds</li> <li>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> <li>To compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half</li> <li>To measure and begin to record the following: lengths and heights using standard units.</li> </ul>							Assessment Week
	ENGLISH	<b>Introduction and Assessment</b> <ul style="list-style-type: none"> <li>To write a recount using the past tense</li> <li>To begin to explore the features of a sentence and form simple sentences.</li> </ul>									HALF TERM	<b>The Dark by Lemony Snicket</b> <ul style="list-style-type: none"> <li>To make predictions about a text</li> <li>To describe a character using adjectives</li> <li>To be able to use similes to describe the dark</li> <li>To write a non-fiction fact file</li> <li>To write instruction</li> <li>To write a diary</li> <li>To retell a story</li> <li>To write an alternative ending</li> <li>To write a book review.</li> </ul>					
<b>Traditional tales-</b> <ul style="list-style-type: none"> <li>The Enormous Crocodile.</li> <li>The Gingerbread Man</li> <li>Hansel and Gretel</li> <li>To discuss the sequence of events and recounted them using time connectives.</li> <li>To be able to understand a sentence structure using capital letters, finger spaces and full stops.</li> <li>To describe a character and setting.</li> <li>Descriptive writing of characters and settings.</li> </ul>								HALF TERM	<b>Possible writing outcomes</b> <ul style="list-style-type: none"> <li>Information text and instructional texts</li> <li>Narrative writing</li> <li>Diary writing</li> <li>Recount of a story.</li> </ul>								
<b>Poetry</b> <ul style="list-style-type: none"> <li>To read and write poetry based on fruit using the senses</li> <li>Dictionary work</li> <li>To be able to use a dictionary and understand alphabetical order.</li> </ul>																	



## Year 1 Autumn Term Curriculum Overview 2021

	<ul style="list-style-type: none"> <li>Say what they broadly think of their artwork and the artwork of others.</li> </ul> <p><b>Artists: Picasso, David Bailey (Photographer)</b></p>																
DT										<p><b>Moving pictures.</b></p> <ul style="list-style-type: none"> <li>To identify simple levers and sliders in moving books/products and explain how they work</li> <li>To make drawings of simple products to show how they work</li> <li>To use appropriate vocabulary to describe mechanisms (spin, pull, flick, etc)</li> <li>To try out their ideas using construction methods to make simple levers, spins</li> <li>To assemble strips of card to make simple sliders and lever mechanisms</li> <li>To use tools safely</li> <li>To develop their design ideas through talking and modelling</li> <li>To choose and use a given technique to make a simple slider or lever mechanism and incorporate it into a moving picture</li> <li><u>Extension:</u> Create flick books using layered of paper and drawings that move little by little, early cinematography/ Use moving picture program on Ipad</li> <li>To evaluate strengths and weaknesses of their product and what they like/improve in others work.</li> </ul> <p>Extension Activity: <a href="https://www.youtube.com/watch?v=NL7N62WjBTA&amp;t=34s">https://www.youtube.com/watch?v=NL7N62WjBTA&amp;t=34s</a>            Extension History: <a href="https://www.youtube.com/watch?v=Bmuo45NR6gE">https://www.youtube.com/watch?v=Bmuo45NR6gE</a></p>							
COMPUTING	<p><b>COMPUTING STRAND: Digital Literacy</b>  <b>Unit 1.1 Online Safety &amp; Exploring – Program; Avatar Creator, Paint Projects, Writing Templates, 2Count (Pictograms), 2Explore (Music)</b></p> <ul style="list-style-type: none"> <li>To login safely</li> <li>To start to introduce to the children the idea of ‘ownership’ of their creative work</li> <li>To know how to find saved work in the Online Work area and find teacher comments</li> <li>To know how to search Purple Mash to find resources</li> <li>To know how to find saved work in the Online Work area and find teacher comments</li> <li>To know how to search Purple Mash to find resources</li> <li>To start to add pictures and text to work</li> <li>To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New</li> <li>To explore the Games section on Purple Mash</li> <li>To understand the importance of logging out when they have finished.</li> </ul>				<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 1.1 Grouping &amp; Sorting – Program; 2Quiz</b></p> <ul style="list-style-type: none"> <li>To sort items using a range of criteria</li> <li>To sort items on the computer using the ‘Grouping’ activities in Purple Mash.</li> </ul>				<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 1.3 Pictograms – Program; 2Count, 2Connect</b></p> <ul style="list-style-type: none"> <li>To understand that data can be represented in picture format</li> <li>To contribute to a class pictogram</li> <li>To use a pictogram to record the results of an experiment</li> </ul>				<p><b>COMPUTING STRAND: Computer Science</b>  <b>Unit 1.4 Lego Builders – Program; 2Quiz, Paint Projects, Writing Templates</b></p> <ul style="list-style-type: none"> <li>To emphasise the importance of following instructions</li> <li>To follow and create simple instructions on the computer</li> <li>To consider how the order of instructions affects the result</li> </ul>				
PE	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To compose a travelling sequence using a variety of body parts</li> <li>To explore ideas, moods and feelings</li> <li>To show control, co-ordination and spatial awareness</li> <li>To perform with an awareness of body shape with a partner</li> <li>To demonstrate some musicality throughout performance</li> <li>To compose a movement pattern to demonstrate unison</li> <li>To develop partner work</li> <li>To compose a sequence demonstrating mirroring and following</li> <li>To watch what others do and suggest improvements to their work</li> </ul>								<p><b>Gymnastics - Unit One</b></p> <ul style="list-style-type: none"> <li>To identify and use simple gymnastics actions and shapes</li> <li>To choose and link like actions</li> <li>To understand and use the term ‘like actions’</li> <li>To choose 3 rolls or 3 jumps and link them together and repeat the movements.</li> <li>To move mats and benches safely.</li> <li>To transfer like sequences to low apparatus.</li> <li>To identify shapes that are thick, wide, curled, straight, picked and tucked.</li> <li>To take off and land with (some) control.</li> <li>To jump for height and distance.</li> </ul>								

## Year 1 Autumn Term Curriculum Overview 2021

<ul style="list-style-type: none"> <li>• To create a short dance based on visual stimulus</li> <li>• To compose a short dance sequence that shows sensitivity to the theme</li> <li>• To show greater control, coordination and spatial awareness in their movement patterns</li> <li>• To demonstrate an ability to create a dance with a clear start, middle and ending</li> <li>• To choose and link actions to make short dance phrases that reflect rhythmic qualities</li> <li>• To explore repetition through a dance sequence</li> <li>• To perform dance phrases and short dances that express ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• To link jumps and shapes into a simple sequence.</li> <li>• To discover ways of travelling using a variety of body parts.</li> <li>• To link ways of travelling together.</li> <li>• To refine movements using body tension.</li> <li>• To choose three ways of travelling to make a short movement pattern.</li> <li>• To choose a shape to start and finish.</li> <li>• To remember and perform movement pattern.</li> </ul>
<p><b>Unit: Pulse and Rhythm</b> <b>Theme: All About Me</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p><b>MUSIC STRAND:</b> <b>Listening, appraising and responding</b> <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> <li>• Recognising and understanding the difference between pulse and rhythm</li> <li>• Understanding that different types of sounds are called timbres</li> <li>• Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)</li> <li>• Describing the character, mood, or 'story' of music they listen to, both verbally and through movement</li> <li>• Describing the differences between two pieces of music</li> <li>• Expressing a basic opinion about music (like/dislike).</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> <li>• Listening to and repeating short, simple rhythmic patterns</li> <li>• Listening and responding to other performers by playing as part of a group.</li> </ul> <p><b>Composing</b> <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character</li> <li>• Combining instrumental and vocal sounds within a given structure</li> <li>• Creating simple melodies using a few notes</li> <li>• Choosing dynamics, tempo and timbre for a piece of music</li> <li>• Creating a simple graphic score to represent a composition</li> <li>• Beginning to make improvements to their work as suggested by the teacher.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Using their voices expressively to speak and chant</li> <li>• Singing short songs from memory, maintaining the overall shape of the melody and keeping in time</li> <li>• Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments</li> <li>• Copying back short rhythmic and melodic phrases on percussion instruments</li> <li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</li> <li>• Performing from graphic notation.</li> </ul>	<p><b>Unit: Classical music, dynamics and tempo</b> <b>Theme: Animals</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p><b>MUSIC STRAND:</b> <b>Listening, appraising and responding</b> <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> <li>• Recognising and understanding the difference between pulse and rhythm</li> <li>• Understanding that different types of sounds are called timbres</li> <li>• Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)</li> <li>• Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</li> <li>• Describing the differences between two pieces of music</li> <li>• Expressing a basic opinion about music (like/dislike).</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> <li>• Listening to and repeating short, simple rhythmic patterns</li> <li>• Listening and responding to other performers by playing as part of a group.</li> </ul> <p><b>Composing</b> <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character</li> <li>• Combining instrumental and vocal sounds within a given structure</li> <li>• Creating simple melodies using a few notes</li> <li>• Choosing dynamics, tempo and timbre for a piece of music</li> <li>• Creating a simple graphic score to represent a composition</li> <li>• Beginning to make improvements to their work as suggested by the teacher.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Using their voices expressively to speak and chant</li> <li>• Singing short songs from memory, maintaining the overall shape of the melody and keeping in time</li> <li>• Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments</li> <li>• Copying back short rhythmic and melodic phrases on percussion instruments</li> <li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</li> <li>• Performing from graphic notation.</li> </ul>

## Year 1 Autumn Term Curriculum Overview 2021

SRE/ PSHE	<p><u>First ½ term – settling in to KS1</u></p> <ul style="list-style-type: none"> <li>To establish more independent routines and learn how to move on from the EYFS to Key Stage 1</li> <li>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</li> <li>To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about something</li> <li>To listen to other people and play and work cooperatively. Children develop simple strategies to resolve conflict between friends.</li> </ul> <p><u>Cross-Curricular with Science – Human Body and Senses</u></p> <ul style="list-style-type: none"> <li>To explain ways of keeping clean and understand some areas that they can look after themselves in. E.g. dressing themselves</li> <li>To understand the need for keeping their teeth clean</li> <li>To understand the need for rest and sleep.</li> </ul> <p><u>Cross-Curricular with English – The Dark</u></p> <ul style="list-style-type: none"> <li>To know who, how and when to ask for help with their feelings</li> <li>To find ways of feeling positive if they find something scary.</li> </ul> <p><u>Awareness Days/Weeks</u></p> <p>Black History Month</p> <p>Wellbeing Wednesdays</p> <p>10<sup>th</sup> October – World Mental Health Day</p>	<p><u>Cross-Curricular with English / Cinderella</u></p> <ul style="list-style-type: none"> <li>To identify special people and how they should care for one another. E.g. children learn about family life and different types of families</li> <li>To recognise what is fair and unfair, kind and unkind, right and wrong.</li> </ul> <p><u>Anti-Bullying Week</u></p> <ul style="list-style-type: none"> <li>To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about something</li> <li>To learn that there are different types of teasing and bullying and that these are wrong and unacceptable</li> <li>To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</li> </ul> <p><u>School Trip To The Local Park / Road Safety Week</u></p> <ul style="list-style-type: none"> <li>To identify where in the locality they feel less safe and why. (e.g. canal, river, pond, railway, roads)</li> <li>To say where and when it is safe to cross the road</li> <li>To know to walk with a grown up and hold hands when walking near a road.</li> <li>To know to wear a car seat/seatbelt in a car</li> <li>To identify what things might be harmful to them in the local environment.</li> </ul> <p><u>Cross-Curricular with Geography – Deforestation</u></p> <ul style="list-style-type: none"> <li>To be aware of some basic things that people can do to improve or harm the local community and environment.</li> </ul> <p><u>British Values</u></p> <ul style="list-style-type: none"> <li>Democracy assembly plus follow-up work</li> </ul> <p><u>Awareness Days</u></p> <p>Anti-Bullying Week Wellbeing Wednesdays Christmas Appreciation</p>
FRENCH	<p><b>Comptines et Chansons (Nursery Rhymes)</b></p> <ul style="list-style-type: none"> <li>To become more familiar with traditional nursery rhymes in French</li> <li>To actively participate and enjoy six traditional nursery rhymes in French</li> <li>To start to understand and decode more of the spoken/sung French we hear.</li> </ul>	<p><b>Les Formes (Shapes)</b></p> <ul style="list-style-type: none"> <li>To name and recognise up to 10 shapes in French</li> <li>To attempt to spell some of these nouns</li> <li>To recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'.</li> <li>To have an opportunity to learn and/or revise numbers 1-5</li> </ul>
JS	<p><b>Chagim: Rosh Hashanah</b></p> <ul style="list-style-type: none"> <li>To know the bracha to light RH candles</li> <li>To know we say the shehechyanu bracha on Rosh Hashanah</li> <li>To know we ask Hashem for a Shana Tova Umetuka</li> <li>To begin to understand the relevance of prayer on Rosh Hashanah</li> <li>To recognise some simanim of Rosh Hashanah</li> <li>To make a Rosh Hashanah card for their families</li> <li>To know the three basic shofar notes, animals used for shofarot</li> <li>To make an apple and honey mat.</li> </ul> <p><b>Chagim: Yom Kippur</b></p> <ul style="list-style-type: none"> <li>To know the simple story outline of Yonah knowing the basic names and places involved</li> <li>To know we read the story of Yonah on Yom Kippur at mincha</li> </ul>	<p><b>Chagim: Chanukah</b></p> <ul style="list-style-type: none"> <li>To know we eat fried foods on Chanukah</li> <li>To know we light the chanukiah by the window to publicise the miracle</li> <li>To know we play with the sevivon on Chanukah and know the letters on it</li> <li>To know people, give money or presents on Chanukah</li> <li>To know the shamash is not in line/at the same height as the other lights</li> <li>To know we say three brachot on night one and two on the other seven nights of Chanukah</li> <li>To be able to recite the first bracha independently</li> <li>To make a kosher Chanukiah and a pop up Chanukiah.</li> </ul>

## Year 1 Autumn Term Curriculum Overview 2021

- 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.
- To review all the vowel sounds.

### **Parasha**

- Parashat Bereishit – creation, saying thank you for what we have
- Parashat Noach -Showing kindness to other people
- Lech Lecha – following good examples
- Parashat Vayera-Showing we care about others
- Chayei Sara- How we show kindness to people and animals.

### **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.

### **Parasha**

- Parashat Toldot -Recognising we are all good at something
- Parashat Vayetze- showing gratitude
- Parashat Vayishlach- Doing everything possible to make peace
- Parashat Vayeshev – doing what is right
- Parashat Miketz – caring about each other
- Parashat Vayigash – keeping promises
- Parashat Vayechi – following good examples.

### **Hebrew reading**

- To review the final letters
- To know how to break words into havarot
- To be able to blend words with two havarot
- 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.