

Year 1 Autumn Term Curriculum Overview 2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Place Value (within 10)</p> <ul style="list-style-type: none"> To sort objects To count objects To count objects from a larger group To represent objects To recognise numbers as words To count on from any number To know 1 more / less than a number To count backwards within 10 To group by matching To know fewer, more and same To know less than, greater than and equal to To compare numbers To order objects and numbers To look at the number line. 						Assessment week
ENGLISH	<p><u>Introduction and Assessment</u></p> <ul style="list-style-type: none"> To write a recount using the past tense To begin to explore the features of a sentence and form simple sentences. <p>Traditional tales-</p> <ul style="list-style-type: none"> The Enormous Crocodile. The Gingerbread Man Hansel and Gretel 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. <p>Poetry</p> <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. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> Narrative writing Recount of a story Poetry writing. 						

HALF TERM

Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week14
On-going application of mental, communication, problem solving and reasoning skills. Addition and Subtraction (within 10) <ul style="list-style-type: none"> To introduce parts and wholes To know part-whole model To write a number sentence To know fact families – addition facts To know number bonds within 10 To understand systemic number bonds to 10 To know addition is adding numbers together To add number problems To find a part Subtraction – to find a part. To look at fact families – the eight facts To know that subtraction is take away / cross out / how many left? To understand subtraction on a number line To add or subtract 1 or 2. 					On-going application of mental, communication, problem solving and reasoning skills. Shape <ul style="list-style-type: none"> To recognise and name 2D and 3D shapes To sort 2D and 3D shapes To look at 2D and 3D shape patterns 	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><u>Humans</u></p> <ul style="list-style-type: none">To identify, name, draw and label the basic parts of the human bodyTo say which part of the body is associated with each sense <p>Star scientist – Linda Buck.</p>
HISTORY	
GEOGRAPHY	<p><u>What’s it like where we live?</u></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 schoolTo understand what is near to school, far away from school and to gain a sense of placeTo use and understand a simple plan of the classroomTo understand and use a local area mapTo identify the destination of our fieldtrip, and recall the journey to get thereTo 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 (difference between styles and regular portraits – other people)To appreciate different styles of portraits, including abstractTo understand colour mixing and shadesTo use colour mixing skills to colour self-portrait accuratelyTo complete a portrait of a friend using colour, texture and shapeUse a variety of tools and techniques including the use of different brush sizes and types when paintingTalk about and show their own ideas in their artworkExperiment with and select the correct tools and materials appropriate to the technique and topicTo use other materials e.g clay, mixed media to create portraitsSay what they broadly think of their artwork and the artwork of others. <p>Artists: Picasso, David Bailey (Photographer)</p>

<p><u>Plants</u></p> <ul style="list-style-type: none">To identify and name a variety of common wild and garden plants, including deciduous and evergreen treesTo identify and describe the basic structure of a variety of common flowering plants, including trees <p>Star scientist – David Attenborough</p> <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none">To observe changes across the four seasonsTo observe and describe weather associated with the seasons and how day length varies <p>Star scientist – Helen Willetts and Michael Fish</p>						
<p><u>Childhood then and Now</u></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 describe similarities and differences between my home and different types of homes and explore and discuss how interiors have changed over time.To be able to identify and describe similarities and differences between the toys we play with now and toys played with in different eras and the toys they liked to play with. Children will look at different crazes that have hooked children’s interest. They will find out about recent crazes as well as historical ones. They will be encouraged to discuss their experiences of different crazes.To be able to identify and describe similarities and differences between clothes today and changing fashions for children’s clothes from Victorian times to the modern day. Children will be encouraged to think about how practical the clothes worn would be for different activities. They will identify similarities and differences between the clothes.To be able to identify and describe similarities and differences between our own experience of school and what schools were like in different eras. They will compare how they have changed and think about how they are the same while looking at historical photographs.To be able explore how leisure activities have changed over time. What does the class like to do for fun, while they find out which activities were popular in the past.						

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DT							
COMPUTING	COMPUTING STRAND: Digital Literacy Unit 1.1 Online Safety & Exploring – Program; Avatar Creator, Paint Projects, Writing Templates, 2Count (Pictograms), <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.				COMPUTING STRAND: Information Technology Unit 1.2 Grouping & Sorting – Program; 2Quiz <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.		
PE	<u>Fundamentals</u> Taking part in a range of activities and games, supporting children when developing: <ul style="list-style-type: none">• Running• Jumping• Throwing• Catching• Kicking• Striking• Coordination.						

Moving pictures. <ul style="list-style-type: none">To identify simple levers and sliders in moving books/products and explain how they workTo make drawings of simple products to show how they workTo use appropriate vocabulary to describe mechanisms (spin, pull, flick, etc)To try out their ideas using construction methods to make simple levers, spinsTo assemble strips of card to make simple sliders and lever mechanismsTo use tools safelyTo develop their design ideas through talking and modellingTo choose and use a given technique to make a simple slider or lever mechanism and incorporate it into a moving picture<u>Extension:</u> Create flick books using layered of paper and drawings that move little by little, early cinematography/ Use moving picture program on IpadTo evaluate strengths and weaknesses of their product and what they like/improve in others work. Extension Activity: https://www.youtube.com/watch?v=NL7N62WjBTA&t=34s Extension History: https://www.youtube.com/watch?v=Bmuo45NR6qE	
COMPUTING STRAND: Information Technology Unit 1.3 Pictograms – Program; 2Count, 2Connect <ul style="list-style-type: none">To understand that data can be represented in picture formatTo contribute to a class pictogramTo use a pictogram to record the results of an experiment	COMPUTING STRAND: Computer Science Unit 1.4 Lego Builders – Program; 2Quiz, Paint Projects, Writing Templates <ul style="list-style-type: none">To emphasise the importance of following instructionsTo follow and create simple instructions on the computerTo consider how the order of instructions affects the result
<u>Gymnastics</u> <ul style="list-style-type: none">To identify and use simple gymnastics actions and shapesTo choose and link like actionsTo understand and use the term ‘like actions’To choose 3 rolls or 3 jumps and link them together and repeat the movements.To move mats and benches safely.To transfer like sequences to low apparatus.To identify shapes that are thick, wide, curled, straight, picked and tucked.To take off and land with (some) control.To jump for height and distance.To link jumps and shapes into a simple sequence.To discover ways of travelling using a variety of body parts.To link ways of travelling together.To refine movements using body tension.To choose three ways of travelling to make a short movement pattern.To choose a shape to start and finish.	

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MUSIC	<p>Unit: Pulse and Rhythm Theme: All About Me</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none">• Recognising and understanding the difference between pulse and rhythm• Understanding that different types of sounds are called timbres• Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)• Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement• Describing the differences between two pieces of music• Expressing a basic opinion about music (like/dislike). <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none">• Listening to and repeating short, simple rhythmic patterns• Listening and responding to other performers by playing as part of a group. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none">• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character• Combining instrumental and vocal sounds within a given structure• Creating simple melodies using a few notes• Choosing dynamics, tempo and timbre for a piece of music• Creating a simple graphic score to represent a composition• Beginning to make improvements to their work as suggested by the teacher. <p>Performing</p> <ul style="list-style-type: none">• Using their voices expressively to speak and chant• Singing short songs from memory, maintaining the overall shape of the melody and keeping in time• Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments• Copying back short rhythmic and melodic phrases on percussion instruments• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance• Performing from graphic notation.	<ul style="list-style-type: none">• To remember and perform movement pattern. <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none">• Recognising and understanding the difference between pulse and rhythm• Understanding that different types of sounds are called timbres• Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)• Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement.• Describing the differences between two pieces of music• Expressing a basic opinion about music (like/dislike). <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none">• Listening to and repeating short, simple rhythmic patterns• Listening and responding to other performers by playing as part of a group. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none">• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character• Combining instrumental and vocal sounds within a given structure• Creating simple melodies using a few notes• Choosing dynamics, tempo and timbre for a piece of music• Creating a simple graphic score to represent a composition• Beginning to make improvements to their work as suggested by the teacher. <p>Performing</p> <ul style="list-style-type: none">• Using their voices expressively to speak and chant• Singing short songs from memory, maintaining the overall shape of the melody and keeping in time• Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments• Copying back short rhythmic and melodic phrases on percussion instruments• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance• Performing from graphic notation
SRE/ PSHE	<p><u>First ½ term – settling in to KS1</u></p> <ul style="list-style-type: none">• 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. <p><u>Cross-Curricular with Science – Human Body and Senses</u></p> <ul style="list-style-type: none">• 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	<p><u>Anti-Bullying Week</u></p> <ul style="list-style-type: none">• 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. <p><u>School Trip To The Local Park / Road Safety Week</u></p> <ul style="list-style-type: none">• 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 know to walk with a grown up and hold hands when walking near a road.• To know to wear a car seat/seatbelt in a car• To identify what things might be harmful to them in the local environment.

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	<ul style="list-style-type: none">To understand the need for rest and sleep. <p><u>Cross-Curricular with English – The Dark</u></p> <ul style="list-style-type: none">To know who, how and when to ask for help with their feelingsTo find ways of feeling positive if they find something scary. <p><u>British Values</u></p> <ul style="list-style-type: none">Democracy assembly plus follow-up work <p><u>Awareness Days/Weeks</u> Black History Month Jeans for Genes Week – 18th – 24th September 10th October – World Mental Health Day NSPCC – Speak Out, Stay Safe assemblies and follow-up work</p>
FRENCH	<p>Comptines et Chansons (Nursery Rhymes)</p> <ul style="list-style-type: none">To recognise, recall and remember up to 6 popular nursery rhymes in French with accurate pronunciationTo recognise, recall and remember how to say ‘hello’ and ‘goodbye’ in FrenchTo learn to listen attentively to, understand and participate actively in short songs and nursery rhymes in French.
JS	<p>Chagim: Rosh Hashanah</p> <ul style="list-style-type: none">To know the bracha to light RH candlesTo know we say the shehechyanu bracha on Rosh HashanahTo know we ask Hashem for a Shana Tova UmetukaTo begin to understand the relevance of prayer on Rosh HashanahTo recognise some simanim of Rosh HashanahTo make a Rosh Hashanah card for their familiesTo know the three basic shofar notesTO know which animals can be used for shofarot. <p>Chagim: Yom Kippur</p> <ul style="list-style-type: none">To know the simple story outline of Yonah knowing the basic names and places involvedTo know we read the story of Yonah on Yom Kippur at minchaTo learn to say sorry in MakatonTo know simple do’s and don’ts for Yom Kippur. <p>Chagim: Succot /Shemini Atzeret/Simchat Torah</p> <ul style="list-style-type: none">To know we turn the etrog upside down after the brachaTo know we say al netilat lulav when we shake the Arba MinimTo know we don’t shake the lulav on ShabbatTo be able to copy key basic brachot needed for SuccotTo know a succah becomes our home for a weekTo know we begin praying for rain on Shemini AtzeretTo know why rain is so important for us and we want it to come as a brachaTo know we finish reading the torah on Simchat Torah and begin all over again <p>Hebrew reading</p> <ul style="list-style-type: none">To learn and consolidate letters alef to yudTo learn and consolidate the kamatz, patach, tzayreh and segol vowles.

<p><u>Cross-Curricular with Geography – Deforestation</u></p> <ul style="list-style-type: none">To be aware of some basic things that people can do to improve or harm the local community and environment. <p><u>Awareness Days</u> Anti-Bullying Week – 13th – 17th November Christmas Appreciation Remembrance Day Road Safety Week</p>
<p>Dans Le Jungle (In The Jungle)</p> <ul style="list-style-type: none">To recognise, recall and remember up to 7 jungle animals in FrenchTo recognise, recall and remember a short phrase for each jungle animal in FrenchTo learn to listen attentively to, understand and participate actively in a French song about animals that may live in the jungle. <p>Chagim: Chanukah</p> <ul style="list-style-type: none">To know we eat fried foods on ChanukahTo know we light the chanukiah by the window to publicise the miracleTo know we play with the sevivon on Chanukah and know the letters on itTo know people, give money or presents on ChanukahTo know the shamash is not in line/at the same height as the other lightsTo know we say three brachot on night one and two on the other seven nights of ChanukahTo be able to recite the first bracha independentlyTo make a Chanukiah. <p>Parasha</p> <ul style="list-style-type: none">Parashat Vayera-Showing we care about othersChayei Sara- How we show kindness to people and animals.Parashat Toldot -Recognising we are all good at somethingParashat Vayetze- showing gratitudeParashat Vayishlach- Doing everything possible to make peaceParashat Vayeshev – doing what is rightParashat Miketz – caring about each other. <p>Hebrew reading</p> <ul style="list-style-type: none">To learn and consolidate letters kaf to tovTo review the final lettersTo learn and consolidate the chirik, kubutz, cholam, shuruk and shva vowels. <p>Topic- Shabbat</p> <ul style="list-style-type: none">To know we make Kiddush before we eat on Friday night and Shabbat and how we carry this outTo learn the actions needed for the Havdalah brachotTo learn senses relating to actions for HavdalahTo know we wish each other Shavua tov after Havdalah

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	<p>Parasha</p> <ul style="list-style-type: none">• Parashat Bereishit – creation, saying thank you for what we have• Noach – kindness. <p>Topic -Shabbat</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• To know the items needed to make Havdalah.
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