

Year 1 Autumn Term Curriculum Overview 2023

	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	On-going application of mental, communication, problem solving and reasoning skills.						Assessment week	On-going application of mental, communication, problem solving and reasoning skills.					On-going application of mental, communication, problem solving and reasoning skills.	Assessment Week		
	Place Value (within 10) <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. 							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. 						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 		
ENGLISH	Introduction and Assessment <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. 							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. 								
	Traditional tales- <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. 							Possible writing outcomes <ul style="list-style-type: none"> • Information text and instructional texts • Narrative writing • Diary writing • Recount of a story. 								
	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. 															

HALF TERM

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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 body To say which part of the body is associated with each sense <p>Star scientist – Linda Buck.</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 trees To 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 seasons To observe and describe weather associated with the seasons and how day length varies <p>Star scientist – Helen Willetts and Michael Fish</p>
HISTORY		<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.
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 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><u>Portraits</u></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 abstract 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 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 To use other materials e.g clay, mixed media to create portraits Say what they broadly think of their artwork and the artwork of others. <p>Artists: Picasso, David Bailey (Photographer)</p>	

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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

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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 feelings To 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</p>
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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 pronunciation To recognise, recall and remember how to say ‘hello’ and ‘goodbye’ in French To learn to listen attentively to, understand and participate actively in short songs and nursery rhymes in French.
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IS	<p>Chagim: Rosh Hashanah</p> <ul style="list-style-type: none"> 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 To 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 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. <p>Chagim: Succot /Shemini Atzeret/Simchat Torah</p> <ul style="list-style-type: none"> 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 <p>Hebrew reading</p> <ul style="list-style-type: none"> To learn and consolidate letters alef to yud To learn and consolidate the kamatz, patach, tzayreh and segol vowels. <p>Parasha</p>
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<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>
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<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 French To recognise, recall and remember a short phrase for each jungle animal in French To learn to listen attentively to, understand and participate actively in a French song about animals that may live in the jungle.
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<p>Chagim: Chanukah</p> <ul style="list-style-type: none"> 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 Chanukiah. <p>Parasha</p> <ul style="list-style-type: none"> 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 Parashat Vayeshev – doing what is right Parashat Miketz – caring about each other. <p>Hebrew reading</p> <ul style="list-style-type: none"> To learn and consolidate letters kaf to tov To review the final letters To 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 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.

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

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.