



Curriculum Overview

Year 1 Autumn Term

Subject	Content
Religious Education	<p>Creation</p> <ul style="list-style-type: none">• recognise different parts of the creation story• know the story of St. Francis of Assisi <p>Families and Celebrations</p> <ul style="list-style-type: none">• understand that Mass is an important celebration of God's family• describe different words, gestures and actions that take place during Mass <p>Prayer</p> <ul style="list-style-type: none">• identify a range of things to include in their personal prayers <p>Advent</p> <ul style="list-style-type: none">• understand that Advent is a time of waiting and reparation for the celebration of the birth of Jesus• understand that Advent is a time of joy and take part in a special liturgy to celebrate this season
English	<p>Phonics: Phase 3 and 4 of Letters and Sounds</p> <p>Reading:</p> <ul style="list-style-type: none">• decode unfamiliar words• recognise and read the first 100 high frequency words• begin to use punctuation in reading <p>Writing:</p> <ul style="list-style-type: none">• use knowledge of letters and sounds to assist in writing 'words' even if only identifying first sound and then using this to 'read' to adult. e.g. I w to the p (I went to the park)• write words with finger spaces <p>Fairy stories</p> <ul style="list-style-type: none">• understand what a traditional tale is and identify characters• use drama to investigate characters and events• use and or but to form compound sentences• write a list of adjectives to describe a character <p>Traditional tales</p>

	<ul style="list-style-type: none"> • explain which is their favourite part of a traditional tale, giving reasons • write an extended sentence using description • use 'because' to join two simple sentences • understand that proper nouns (names) have capital letters <p>Letters</p> <ul style="list-style-type: none"> • identify features of letters and postcards • write sentences to give key facts. • use correct sentence punctuation. • compose and writing sentences which are statements, exclamations and questions <p>The senses</p> <ul style="list-style-type: none"> • write adjectives and descriptive phrases to describe what can be seen in a picture • understand that we can make lines of a poem rhyme <p>Grammar, Punctuation and Spelling</p> <ul style="list-style-type: none"> • write the corresponding sounds to all 26 letters of the alphabet • write 'on the line' • letter 'size' – tall letters tall and small letters small • begin to use capital letters and full stops in writing
<p>Mathematics</p>	<p>Place Value (within 10)</p> <ul style="list-style-type: none"> • count to ten, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 10 in numerals and words • given a number, identify one more or one less • 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 <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • represent and use number bonds and related subtraction facts within 10 • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • add and subtract one digit numbers to 10, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems

	<p>Shape</p> <ul style="list-style-type: none"> • recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) • recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.) <p>Place Value (within 20)</p> <ul style="list-style-type: none"> • count to twenty, forwards and backwards, beginning with 0 or 1, from any given number • count, read and write numbers to 20 in numerals and words • given a number, identify one more or one less • 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.
Biology	<p>Animals and humans</p> <ul style="list-style-type: none"> • identify and name-including amphibian, reptile, vertebrate, invertebrate • name: carnivores, omnivores, herbivores • identify and name body parts
Chemistry	<p>Every day materials</p> <ul style="list-style-type: none"> • distinguish between objects and materials • identify and name materials • simple properties of materials • compare and group materials • learn about the work of a scientist
Computing	<p>We are treasure hunters:</p> <ul style="list-style-type: none"> • understand that a programmable toy can be controlled by inputting a sequence of instructions • develop and record sequences of instructions as an algorithm • program the toy to follow their algorithm • debug their programs • predict how their programs will work <p>We are TV chiefs</p> <ul style="list-style-type: none"> • break down a process into simple, clear steps, as in an algorithm • use different features of a video camera • use a video camera to capture moving images • develop collaboration skills

- discuss their work and think about how it could be improved

Creative Curriculum:

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle)

<p>YEAR A</p> <p>Autumn 1: Community</p> <p>Main focus: Geography – An Island Community</p> <ul style="list-style-type: none"> • ask simple geographical questions e.g. What is it like live in this place? • make simple maps and plans e.g. pictorial place in a story • begin to recognise the names of countries and cities in the UK • use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes • understand how some places are linked other places e.g. roads, trains <p>Secondary focus: History- Island life-stories and legends</p> <ul style="list-style-type: none"> • identify some similarities and differences between ways of life in different periods • learn how stories and legends can give us clues about the past • talk, draw or write about aspects of the past 	<p>YEAR B</p> <p>Autumn 1: Journeys</p> <p>Main focus: History- How was transport different in the past?</p> <ul style="list-style-type: none"> • place known events and objects in chronological order • sequence events and recount changes within living memory • understand key features of events • identify some similarities and differences between ways of life in different periods • sort artefacts from 'then' and 'now' • talk, draw or write about aspects of the past <p>Secondary focus: Geography- What are the countries of the UK?</p> <ul style="list-style-type: none"> • begin to recognise the names of countries and cities in the UK • use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes • understand how some places are linked other places e.g. roads, trains
<p>YEAR A</p> <p>Autumn 2: Celebrations</p> <p>Main focus: Design Technology – Puppets</p> <ul style="list-style-type: none"> • make puppet simple designs • generate, develop, model and communicate his/her ideas through talking and drawing • select from and use a range of tools and equipment to perform 	<p>YEAR B</p> <p>Autumn 2: Memories</p> <p>Main focus: Design Technology – Homes in the past</p> <ul style="list-style-type: none"> • make simple designs based on houses long ago • generate, develop, model and communicate his/her ideas through talking and drawing

<p>practical tasks e.g. cutting, shaping, joining and finishing</p> <ul style="list-style-type: none"> • explore different materials: card, paper and textiles to • talk about what they like about their work • use stitching to join fabric 	<ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing • use construction materials, card, paper and textiles to create a product • talk about what they like about their work • build structures, exploring how they can be made stronger, stiffer and more stable
<p>Physical Education</p>	<p>Outdoor Adventure</p> <ul style="list-style-type: none"> • develop more complex fundamental movement skills • work collaboratively within a group • develop thinking and creativity • develop decision making in games • be able to work independently <p>Dance</p> <ul style="list-style-type: none"> • demonstrate house shapes • demonstrate climbing actions • move with angry dynamics • move to the beat of the music • develop relationships - counterbalances <p>Striking and Fielding</p> <ul style="list-style-type: none"> • aim and strike an object wards a set target • balance a ball on a racket with control • recognise and begin to use space in games • attempt to strike a ball over and beyond a target • attempt to 'set' a ball in the air repetitively (volleyball)
<p>PSHE</p>	<ul style="list-style-type: none"> • begin to describe how needs are different from wants • identify and names some feelings and expresses some of their own positive qualities • begin to share their views and opinions (for example talking about fairness) • set themselves simple goals (for example sharing toys) • describe some of the groups and communities they belong to and recognises that people in their communities are different