



**Year 1 "ALL ABOUT ME "**

**Autumn curriculum overview**

*Respect ~ Reflect ~ Achieve ~ Grow*

*During the 1<sup>st</sup> half of the autumn term we will be transitioning from the Early Learning Goals into the National Curriculum. We will have extended opportunities for continuous provision in addition to helping the children settle into Key Stage 1 learning routines.*

<p><b>English</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>•Revise Phase 3 sounds</li> <li>•Listen and join in with traditional fairy stories</li> </ul> <p><b>Writing -</b></p> <p>Traditional Tales- 3 little pigs, Instructions- How to catch a wolf,</p> <p>Auto-biography- All about me, Loosing story- Knuffle bunny</p> <ul style="list-style-type: none"> <li>• The writing process following TfW (cold write, planning, imitation, innovation- including a shared write and independent application)</li> <li>•Letter formation</li> </ul> <p><b>Writing- Grammar and Spelling</b></p> <ul style="list-style-type: none"> <li>•Spelling rules (year 1 linked to phonics)</li> <li>• Capital letters, full stops commas and finger spaces</li> </ul>	<p><b>Maths</b></p> <p><b>Place value</b></p> <ul style="list-style-type: none"> <li>•sort, count and represent objects</li> <li>•count, read, write forwards and backwards between 0-10</li> <li>•compare using language such as greater than/less than, etc</li> <li>•use ordinal numbers (1<sup>st</sup> etc)</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>•the part whole model</li> <li>•number bonds to 10</li> <li>•the addition symbols</li> <li>•subtraction crossing out</li> <li>•subtraction symbol</li> <li>•counting back</li> <li>•finding the difference</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Recognise, name and sort 2D and 3D shapes</li> </ul>	<p><b>Religious Education</b></p> <p><b>Creation and Covenant (autumn 1)</b></p> <ul style="list-style-type: none"> <li>•What happens in the story of creation?</li> <li>•Does God love us all?</li> <li>•What is the special prayer we say to the Lord?</li> <li>•What is "Laudate Si"?</li> <li>•What does the bible say about looking after the world?</li> <li>• How do different communities look after the world?</li> </ul> <p><b>Prophecy and Promise (autumn 2)</b></p> <ul style="list-style-type: none"> <li>•Where are stories about Jesus found?</li> <li>• Did an angel really visit Mary?</li> <li>•What is the special prayer we say to Mary?</li> <li>•Why do lots of pictures of Mary look different?</li> <li>•What happens in the Christmas story?</li> <li>• How can we help those in need?</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>•join in with songs and play simple patterns on instruments</li> <li>•develop understanding of pulse, rhythm and texture.</li> </ul> <p><b>Art</b></p> <p>Potential artists who explore pattern in their work: G. Klimt, Annie Albers, Keith Haring, Yauoi Kusama, Sarah Morris, Takashi Murakami</p> <p>Print with a range of hard and soft materials</p> <p>Build repeating patterns and recognise pattern in the environment.</p> <p>Print using objects (link with maths shape), fingertips (link to RSE) etc</p> <p>Leaf prints (link to science)</p> <p><b>Science</b></p> <p><u>Seasonal Changes</u></p>
	<p><b>PSHE</b></p> <p><b>Relationships</b></p>	<p><b>PE</b></p> <p>Outdoor - ball skills and team building</p>	

	<ul style="list-style-type: none"> <li>• Begin to recognise and explain how they or others feel</li> <li>• Talk about their and others positive qualities</li> </ul> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>• I am unique and God loves me</li> </ul>	Indoor - Target games and dance.	<ul style="list-style-type: none"> <li>• observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies (Autumn/Winter)</li> </ul> <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> <li>• To distinguish between an object and the material from which it is made.</li> <li>• To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>• To describe the simple physical properties of a variety of everyday materials.</li> <li>• To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>
	<p><b>DT</b></p> <p>Freestanding structures</p>	<p><b>Computing</b></p> <p>Online Safety</p> <p>Exploring Purple Mash</p> <p>Festival Pictures</p>	
<p><b>Outdoor Learning</b></p> <p>Forest school</p> <p>We will develop our gross and fine motor skills whilst outside. We also will be making links across the curriculum with Science, D.T, Art and RE.</p>	<p><b>History</b></p> <p><b>My Family</b></p> <ul style="list-style-type: none"> <li>• Describe my chronology using a simple time line and language like: <b>before, after, present, then and now.</b></li> <li>• Understand that people that are <b>younger</b> than me, were born <b>after</b> me.</li> <li>• Explore that times were <b>slightly</b> different when my parents/carers/ were little and <b>very different</b> when my grandparents were little.</li> <li>• Explore the time before some of my family was born- <b>was it the same as now?</b></li> <li>• Begin to understand that in different years people wore different clothes, travelled in different ways, played with different toys and school was very different too.</li> <li>• There are different types of families.</li> </ul>	<p><b>Geography</b></p> <p>Local Knowledge - Caterham</p> <p>As a geographer:</p> <ul style="list-style-type: none"> <li>-Can I recognise similarities and differences of geographical features in my own immediate environment?</li> <li>-Can I talk about people and places within my local environment?</li> <li>-Can I compare Caterham with a contrasting place in the UK?</li> <li>-Can I talk about people and places beyond my local environment?</li> <li>-Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</li> </ul>	