

Year 1 "ALL ABOUT ME "

Autumn 2023 Curriculum Overview

Respect ~ Reflect ~ Achieve ~ Grow

<p>English</p> <p>Reading</p> <ul style="list-style-type: none"> •Revise Level 3 sounds • Learn <u>Level 5</u> sounds •Listen and join in with traditional fairy stories <p>Writing -</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"> • The writing process following TfW (cold write, planning, imitation, innovation- including a shared write and independent application) •Letter formation <p>Writing- Grammar and Spelling</p> <ul style="list-style-type: none"> •Spelling rules (year 1 linked to phonics) • Capital letters, full stops commas and finger spaces 	<p>Maths</p> <p>Place value</p> <ul style="list-style-type: none"> •sort, count and represent objects •count, read, write forwards and backwards between 0-10 •compare using language such as greater than/less than, etc •use ordinal numbers (1st etc) <p>Addition and Subtraction</p> <ul style="list-style-type: none"> •the part whole model •number bonds to 10 •the addition symbols •subtraction crossing out •subtraction symbol •counting back •finding the difference <p>Shape</p> <ul style="list-style-type: none"> • Recognise, name and sort 2D and 3D shapes 	<p>Religious Education</p> <p>Creation and Covenant (Autumn 1)</p> <ul style="list-style-type: none"> •The story of how God made the world •Everything comes from God •God shows his love for us through creation •We show our love for God through prayer <p>Prophecy and Promise (Autumn 2)</p> <ul style="list-style-type: none"> •Recognise the Bible is a special book •The story of the Annunciation •The Hail Mary •The story of Visitation •The Nativity 	<p>Music</p> <ul style="list-style-type: none"> •join in with songs and play simple patterns on instruments •develop understanding of pulse, rhythm and texture. <p>Art</p> <p>Drawing- Making Your Mark</p> <p>Exploring mark making and line; working and experimenting with different materials through observational drawing</p> <p>Colour mixing</p> <p>Identifying primary and secondary colours. Mixing primary colours to achieve secondary colours.</p> <p>Science</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> • observe changes of the season •The describe weather associated with the season (Autumn/Winter) <p>Everyday Materials</p>
	<p>PSHE</p> <p>Relationships</p> <ul style="list-style-type: none"> • Begin to recognise and explain how they or others feel • Talk about their and others positive qualities <p>RSE</p> <ul style="list-style-type: none"> •I am unique, and God loves me 	<p>PE</p> <p>Outdoor - ball skills and team building</p> <p>Indoor - Target games and dance.</p>	

	DT Freestanding structures -creating strong structures -Different way to join materials	Computing Online Safety Exploring Purple Mash Festival Pictures	<ul style="list-style-type: none"> To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties.
Outdoor Learning Continuous Provision Fostering independence and learning through play. Linking to out wider curriculum through directed tasks.	History My Family · Describe my chronology using a simple timeline and language like: before, after, present, then and now. · Understand that people that are younger than me, were born after me. · Explore that times were slightly different when my parents/carers/ were little and very different when my grandparents were little. · Explore the time before some of my family was born- was it the same as now? · 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. · There are different types of families.	Geography Local Knowledge - Caterham As a geographer: -Can I recognise similarities and differences of geographical features in my own immediate environment? -Can I talk about people and places within my local environment? -Can I compare Caterham with a contrasting place in the UK? -Can I talk about people and places beyond my local environment? -Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?	