



Year 1 "ALL ABOUT ME "

Autumn 2024 Curriculum Overview

Respect ~ Reflect ~ Achieve ~ Grow

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| <p>English</p> <p>Reading</p> <ul style="list-style-type: none"> •Revise Level 3 sounds • Learn <u>Level 5</u> sounds <p>Writing -</p> <p>Traditional Tales- 3 little pigs, Instructions- How to catch a wolf,</p> <p>Talk For Writing (cold write, planning, imitation, innovation- including a shared write and independent application)</p> <ul style="list-style-type: none"> •Letter formation including lowercase, uppercase and numbers. <p>Writing- Grammar and Spelling</p> <ul style="list-style-type: none"> •Spelling rules (year 1 linked to phonics) • Capital letters- for names, places, days of the week and the personal pronoun I. • Full stops finger spaces, question marks and exclamation marks. | <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>.PE</p> <p>Outdoor PE</p> <ul style="list-style-type: none"> •Ball skills •Team building <p>Indoor</p> <ul style="list-style-type: none"> •Target games •Dance <p>Geography</p> <p>Our Local Area</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> •Identify the significant features (landmarks) of their local area and consider viewpoints in relation to this •Compare journeys and landscapes and understand near/far, often/ rarely • Learn about maps, map-making and symbols. |
| | <p>PSHE</p> <p>Relationships</p> <ul style="list-style-type: none"> • Begin to recognise and explain how they or others feel using the Zones of Regulation. • Talk about their positive qualities. <p>RSE</p> <ul style="list-style-type: none"> •I am unique, and God loves me | <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.</p> <p>Mixing primary colours to achieve secondary colours</p> | |

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| <p>DT</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional products for themselves and others. •Generate develop, model and communicate ideas. <p>Make</p> <ul style="list-style-type: none"> •Select the most appropriate materials and tools to perform practical tasks. <p>Evaluate</p> <ul style="list-style-type: none"> •Explore and evaluate a range of existing products. | <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> <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. | <p>Computing</p> <p>Technology Around Us</p> <ul style="list-style-type: none"> •Using computers •Developing mouse skills •Using a keyboard •Responsible computer use <p>Digital Painting</p> <ul style="list-style-type: none"> •How can we paint using computers? •Using shapes and lines •Painting all by myself •Comparing computer art and painting |
| <p>Outdoor Learning</p> <p>We aim to use our outside area for cross curricular purposes. Learning through practical activities alongside our formal learning.</p> <p>This supports:</p> <ul style="list-style-type: none"> •Scientific inquiry •Geographical fieldwork skills •Practical maths skills •Gross and fine motor skills •PSHE Communication and teamwork skills | | <p>History</p> <p>My Family</p> <ul style="list-style-type: none"> • 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. |