

## Year 1 Autumn Term Curriculum Overview 2024

	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	Week 15	
<b>MATHEMATICS</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>  <b>Place Value (within 10)</b> <ul style="list-style-type: none"> <li>To sort objects</li> <li>To count objects</li> <li>To count objects from a larger group</li> <li>To represent objects</li> <li>To recognise numbers as words</li> <li>To count on from any number</li> <li>To know 1 more / less than a number</li> <li>To count backwards within 10</li> <li>To group by matching</li> <li>To know fewer, more and same</li> <li>To know less than, greater than and equal to</li> <li>To compare numbers</li> <li>To order objects and numbers</li> <li>To look at the number line.</li> </ul>								Assessment week	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>  <b>Addition and Subtraction (within 10)</b> <ul style="list-style-type: none"> <li>To introduce parts and wholes</li> <li>To know part-whole model</li> <li>To write a number sentence</li> <li>To know fact families – addition facts</li> <li>To know number bonds within 10</li> <li>To understand systemic number bonds to 10</li> <li>To know addition is adding numbers together</li> <li>To add number problems</li> <li>To find a part</li> <li>Subtraction – to find a part.</li> <li>To look at fact families – the eight facts</li> <li>To know that subtraction is take away / cross out / how many left?</li> <li>To understand subtraction on a number line</li> <li>To add or subtract 1 or 2.</li> </ul>				<b>On-going application of mental, communication, problem solving and reasoning skills.</b>  <b>Shape</b> <ul style="list-style-type: none"> <li>To recognise and name 2D and 3D shapes</li> <li>To sort 2D and 3D shapes</li> <li>To look at 2D and 3D shape patterns</li> </ul>		Assessment Week	
	<b>Introduction and Assessment</b> <ul style="list-style-type: none"> <li>To write a recount using the past tense</li> <li>To begin to explore the features of a sentence and form simple sentences.</li> </ul> <b>Traditional tales-</b> <ul style="list-style-type: none"> <li>The Enormous Crocodile.</li> <li>The Gingerbread Man</li> <li>Hansel and Gretel</li> <li>To discuss the sequence of events and recounted them using time connectives.</li> <li>To be able to understand a sentence structure using capital letters, finger spaces and full stops.</li> <li>To describe a character and setting.</li> <li>Descriptive writing of characters and settings.</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>To read and write poetry based on fruit using the senses</li> <li>Dictionary work</li> <li>To be able to use a dictionary and understand alphabetical order.</li> </ul> <b>Possible writing outcomes</b> <ul style="list-style-type: none"> <li>Narrative writing</li> <li>Recount of a story</li> <li>Poetry writing.</li> </ul>									<b>The Black Hat- Maia Walczack</b> <ul style="list-style-type: none"> <li>To make predictions about a text</li> <li>To describe a character using adjectives</li> <li>To be able to use similes to describe the forest</li> <li>To write a non-fiction fact file</li> <li>To write instruction</li> <li>To write a diary</li> <li>To retell a story</li> <li>To write an alternative ending</li> <li>To write a book review.</li> </ul> <ul style="list-style-type: none"> <li><b>Possible writing outcomes</b></li> <li>Information text and instructional texts</li> <li>Narrative writing</li> <li>Diary writing</li> <li>Recount of a story.</li> </ul>							
<b>ENGLISH</b>																	
	<b>Humans</b> <ul style="list-style-type: none"> <li>To identify, name, draw and label the basic parts of the human body</li> <li>To say which part of the body is associated with each sense</li> </ul> Star scientist – Linda Buck.									<b>Seasonal Changes</b> <ul style="list-style-type: none"> <li>To observe changes across the four seasons</li> <li>To observe and describe weather associated with the seasons and how day length varies</li> </ul> Star scientist – Helen Willetts and Michael Fish				<b>Materials</b> <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> </ul>			
<b>SCIENCE</b>																	

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											<ul style="list-style-type: none"> <li>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p>Star scientist – Ole Kirk Christiansen.</p>
HISTORY											<p><b>Childhood then and Now</b></p> <ul style="list-style-type: none"> <li>To be able to identify and describe similarities and differences between my own childhood and a grandparent’s childhood.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
GEOGRAPHY	<p><b>What’s it like where we live?</b></p> <ul style="list-style-type: none"> <li>To describe the places that we go often and rarely, and what we see on the way to school</li> <li>To understand what is near to school, far away from school and to gain a sense of place</li> <li>To use and understand a simple plan of the classroom</li> <li>To understand and use a local area map</li> <li>To identify the destination of our fieldtrip, and recall the journey to get there</li> <li>To be able to remember a local journey and the stages in order.</li> </ul>										
ART	<p><b>Portraits</b></p> <ul style="list-style-type: none"> <li>To introduce self- portraits (difference between styles and regular portraits – other people)</li> <li>To appreciate different styles of portraits, including abstract</li> <li>To understand colour mixing and shades – challenge (can you make skin colour paint?)</li> <li>To use colour mixing skills to colour self-portrait accurately</li> <li>To complete a portrait of a friend using colour, texture and shape – wet on wet, watercolour, brusho, play with texture and medium</li> <li>Use a variety of tools and techniques including the use of different brush sizes and types when painting</li> <li>Talk about and show their own ideas in their artwork</li> <li>Experiment with and select the correct tools and materials appropriate to the technique and topic</li> <li>To use other materials e.g clay, mixed media to create portraits</li> <li>Say what they broadly think of their artwork and the artwork of others.</li> </ul> <p><b>Artists: Picasso, David Bailey (Photographer)</b></p>										
DT											<p><b>Moving pictures.</b></p> <ul style="list-style-type: none"> <li>To identify simple levers and sliders in moving books/products and explain how they work</li> <li>To make drawings of simple products to show how they work</li> <li>To use appropriate vocabulary to describe mechanisms (spin, pull, flick, etc)</li> <li>To try out their ideas using construction methods to make simple levers, spins</li> </ul>

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										<ul style="list-style-type: none"> <li>To assemble strips of card to make simple sliders and lever mechanisms</li> <li>To use tools safely</li> <li>To develop their design ideas through talking and modelling</li> <li>To choose and use a given technique to make a simple slider or lever mechanism and incorporate it into a moving picture</li> <li><b>Extension:</b> Create flick books using layered of paper and drawings that move little by little, early cinematography/ Use moving picture program on Ipad</li> <li>To evaluate strengths and weaknesses of their product and what they like/improve in others work.</li> </ul> <p>Extension Activity: <a href="https://www.youtube.com/watch?v=NL7N62WjBTA&amp;t=34s">https://www.youtube.com/watch?v=NL7N62WjBTA&amp;t=34s</a></p> <p>Extension History: <a href="https://www.youtube.com/watch?v=Bmuo45NR6qE">https://www.youtube.com/watch?v=Bmuo45NR6qE</a></p>		
COMPUTING	<b>COMPUTING STRAND: Digital Literacy</b> <b>Unit 1.1 Online Safety &amp; Exploring – Program; Avatar Creator, Paint Projects, Writing Templates, 2Count (Pictograms),</b> <ul style="list-style-type: none"> <li>To login safely</li> <li>To start to introduce to the children the idea of ‘ownership’ of their creative work</li> <li>To know how to find saved work in the Online Work area and find teacher comments</li> <li>To know how to search Purple Mash to find resources</li> <li>To know how to find saved work in the Online Work area and find teacher comments</li> <li>To know how to search Purple Mash to find resources</li> <li>To start to add pictures and text to work</li> <li>To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New</li> <li>To explore the Games section on Purple Mash</li> <li>To understand the importance of logging out when they have finished.</li> </ul>				<b>COMPUTING STRAND: Information Technology</b> <b>Unit 1.2 Grouping &amp; Sorting – Program; 2Quiz</b> <ul style="list-style-type: none"> <li>To sort items using a range of criteria</li> <li>To sort items on the computer using the ‘Grouping’ activities in Purple Mash.</li> </ul>				<b>COMPUTING STRAND: Information Technology</b> <b>Unit 1.3 Pictograms – Program; 2Count, 2Connect</b> <ul style="list-style-type: none"> <li>To understand that data can be represented in picture format</li> <li>To contribute to a class pictogram</li> <li>To use a pictogram to record the results of an experiment</li> </ul>		<b>COMPUTING STRAND: Computer Science</b> <b>Unit 1.4 Lego Builders – Program; 2Quiz, Paint Projects, Writing Templates</b> <ul style="list-style-type: none"> <li>To emphasise the importance of following instructions</li> <li>To follow and create simple instructions on the computer</li> <li>To consider how the order of instructions affects the result</li> </ul>	
	<b>Fundamentals:</b> <ul style="list-style-type: none"> <li>To explore balance, stability and landing safely.</li> <li>To explore how the body moves differently when running at different speeds.</li> <li>To explore changing direction and dodging.</li> <li>To explore jumping, hopping and skipping actions.</li> <li>To explore co-ordination and combination jumps.</li> <li>To explore combination jumping and skipping in an individual rope.</li> </ul>				<b>Gymnastics:</b> <ul style="list-style-type: none"> <li>To explore travelling movements.</li> <li>To develop and combine travelling movements.</li> <li>To develop quality when performing and linking shapes.</li> <li>To develop quality when linking shapes.</li> <li>To develop stability and control when performing balances.</li> <li>To develop stability and control when performing balances.</li> <li>To develop technique and control when performing shape jumps.</li> <li>To develop technique and control when performing shape jumps.</li> <li>To develop technique in the barrel, straight and forward roll.</li> <li>To develop rolls and use them in a sequence.</li> <li>To link gymnastic actions to create a sequence.</li> <li>To develop quality in gymnastics sequences.</li> </ul>							
PE												
MUSIC	<b>Unit: Pulse and Rhythm</b> <b>Theme: All About Me</b>  Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth				<b>MUSIC STRAND:</b> <b>Listening, appraising and responding</b> <i>Listening to a range of high-quality live and recorded music</i> <ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm</li> <li>Understanding that different types of sounds are called timbres</li> <li>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)</li> <li>Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement.</li> <li>Describing the differences between two pieces of music</li> <li>Expressing a basic opinion about music (like/dislike).</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p>							
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- Describing the differences between two pieces of music
- Expressing a basic opinion about music (like/dislike).

*Listening with attention to detail and recall sounds with increasing aural memory*

- Listening to and repeating short, simple rhythmic patterns
- Listening and responding to other performers by playing as part of a group.

### Composing

*Create sounds and music using the interrelated dimensions of music*

- 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.

### Performing

- 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.

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### First ½ term – settling in to KS1

- 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.

### Cross-Curricular with Science – Human Body and Senses

- 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
- To understand the need for rest and sleep.

### Cross-Curricular with English – The Dark

- To know who, how and when to ask for help with their feelings
- To find ways of feeling positive if they find something scary.

### British Values

- Democracy assembly plus follow-up work

### Mental Health

- To learn that everyone communicates differently and recognise how others show feelings or how they are feeling.
- To recognise what they are good at.
- To be aware of how similar/different they are to others and what they have in common.
- To be able to describe their unique qualities and strengths and those of others.
- To learn about what happens when things get lost or change. They should be able to express how they feel when they lose something or something changes

NSPCC – Speak Out, Stay Safe

### Anti-Bullying Week

- To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about something
- To learn that there are different types of teasing and bullying and that these are wrong and unacceptable
- To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.

### School Trip To The Local Park / Road Safety Week

- To identify where in the locality they feel less safe and why. (e.g. canal, river, pond, railway, roads)
- To say where and when it is safe to cross the road
- To know to walk with a grown up and hold hands when walking near a road.
- To know to wear a car seat/seatbelt in a car
- To identify what things might be harmful to them in the local environment.

### Cross-Curricular with Geography – Deforestation

- To be aware of some basic things that people can do to improve or harm the local community and environment.

### Awareness Days

Anti-Bullying Week – 11<sup>th</sup> – 15<sup>th</sup> November

Christmas Appreciation

Remembrance Day

Road Safety Week

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- To recognise what is fair and unfair, kind, and unkind, right, and wrong.
- To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.
- To learn what 'privacy' means and the importance of respecting others' privacy.
- To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.

### Awareness Days/Weeks

Black History Month

Jeans for Genes Week – 16<sup>th</sup> – 22<sup>nd</sup> September

10<sup>th</sup> October – World Mental Health Day

NSPCC – Speak Out, Stay Safe assemblies and follow-up work

FRENCH

### **Comptines et Chansons (Nursery Rhymes)**

- 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.

### **Dans Le Jungle (In The Jungle)**

- 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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### **Chagim: Rosh Hashanah**

- 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.

### **Chagim: Yom Kippur**

- 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.

### **Chagim: Succot /Shemini Atzeret/Simchat Torah**

- 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

### **Hebrew reading**

- To learn and consolidate letters alef to yud
- To learn and consolidate the kamatz, patach, tzayreh and segol vowels.

### **Parasha**

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

### **Chagim: Chanukah**

- 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.

### **Parasha**

- 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.

### **Hebrew reading**

- To learn and consolidate letters kaf to tav
- To review the final letters
- To learn and consolidate the chirik, kubutz, cholam, shuruk and shva vowels.

### **Topic- Shabbat**

- 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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### 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.