Curriculum Overview for Year 1 ~ Autumn Term 2017 (The Wonder of Me!)

Reading

- Be encouraged to link what they read or hear read to their own experiences.
- Recognise and join in with predictable
- Discuss the significance of the title
- Predict what might happen on the basis of what has been read so far.

Writing

Number:

Place Value

Count to 20 forwards

and backwards from

Count, read and write

than (fewer), most, least.

any given number.

- Attempt to spell words phonetically containing each of the 40+ phonemes already taught as appropriate.
- Sit correctly at a table, holding a pencil comfortably and correctly.

numbers to 20 in numerals and words.

Identify and represent numbers using

objects and pictorial representations including the number line, and use the

language of: equal to, more than, less

Count in multiples of twos and fives.

• Form capital letters and digits 0-9

English

- Write sentences by saying out loud what they are going to write about.
- Write sentences by composing a sentence orally before writing it.
- Discuss what they have written with the teacher or other pupils.
- Leave spaces between words.
- Begin to punctuate sentences with a capital letter and a full stop.
- Use a capital letter for names of people, and the personal pronoun

Grammar

- Apply phonic knowledge and skills as the route to decode words.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Predictable pattern and language through texts such as 'Monkey Puzzle', 'Funnybones'. Stories with familiar settings relating to own experiences. Labels, lists and captions.

Art & Design

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Portraits and self-portraits. The work of Picasso.

Design & Technology

• Design purposeful, functional, appealing products for

themselves and other users based on design criteria.

• Select from and use a range of tools and equipment to

Select from and use a wide range

Designing and making 'Sock Monkey'.

including construction materials, textiles and

ingredients, according to their characteristics.

of materials and components,

perform practical tasks such as cutting,

shaping, joining and finishing.

Geography

photographs and plan • Use aerial recognise landmarks and perspectives to basic human and physical features; devise a simple map; and use and construct basic symbols in a

Computing

Use Bee-bots to follow routes on picture mats.

implemented as programs on digital devices; and that

programs execute by following precise and unambiguous

Use technology purposefully to create,

organise, store, manipulate and retrieve digital

• Understand what algorithms are; how they are

Use simple fieldwork and observational skills to study the geography of our school and its grounds, and the key human and physical features of its surrounding

Simple maps, our locality and route to school.

Mathematics Number: Addition and

Subtraction

- Recognise and use number bonds and related facts (within 20).
- Add and subtract one digit numbers (to 20) including 0.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Given a number, identify one more or Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Geometry

- Recognise and name common 2-D and 3-D shapes.
- Describe position, direction and movement (whole, half, quarter and three quarter turns).

PSHE &

Citizenship

Education

movement patterns.

Myself and My Relationships:

- Beginning and Belonging.
- Family and Friends.
- Anti-bullying.

Whole school 'Cultural Links' project and celebration of 'Friendship Week' in November.

Music

- Use their voices by singing songs
 - and speaking chants and Play tuned and untuned instruments musically.

expressively and creatively

Rhythm and Pulse **Christmas Production**

Science

Plants:

- a variety of common wild • Identify and name and garden plants, including deciduous and evergreen
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Link to activities in Forest School sessions.

Animals, including humans:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Ask simple questions and recognise they can be answered in different ways.
- Observe closely using simple equipment.

Ourselves and our senses.

History

- Changes within living memory linked to our work on old toys and life events. Where appropriate, these will be used to reveal aspects of change in national life.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
 - Study events beyond living memory such as The Gunpowder Plot and Bonfire Night.

Learn about famous people from the past. Link our work in History to ourselves, toys and Bonfire Night.

Physical

- To create simple
 - To recognise their
- Be physically active for sustained periods of time.
- Have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities.

Dance and Games.

Religious

- Understanding club, school and
- belonging to a family, faith including baptism.

Education

Giving gifts linked to Christmas and Hanukkah.

Harvest and Advent as Christian festivals.

Template created by Michael Tidd 2013