



Year 1 - Autumn Term Curriculum Overview

	1/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	02/11	09/11	16/11	23/11	30/11	07/12	14/12
Blocked topic focus		Art Self-portraits			Science The 5 senses		History Homes in our local area through the ages. Castles – The queen		Geography Our school and local area		Science Materials		DT Christmas puppets		
Growth Mindset / St Marys learner focus		Always ready to learn (SML)	I want to get better and learn for me. Growth Mind-set		I can take control of my own destiny. Growth Mind-set		There is no such thing as can't at St. Mary's. I just can't do it yet. Growth Mind-set		Enthusiastic, willing to take part and speak up (SML)		A Risk taker - always confident to have a go (SML)				
Value		Respect -Respect for self, others, world, Manners, Reverence, unity					Thankfulness -Creation, Awe and wonder, Humility			Self esteem -Special, belonging, peace/ hope Creativity. Individual liberty			Christmas		
PSHE (From SCARF curriculum)		Me and my relationships •Recognise how others might be feeling by reading body language/facial expressions; •Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)							Rights and responsibilities •Understand that classroom rules help everyone to learn and be safe; •Explain their classroom rules and be able to contribute to making these.						
English		Text: The Cautious Caterpillar		Text: The Gruffalo <u>Genres:</u> Narrative – character descriptions <u>Writing Objectives:</u> 1. Sit correctly at a table, holding a pencil comfortably and correctly 2. Compose and write sentences independently to convey ideas <u>Reading Objectives:</u> 1. Develop pleasure in reading, motivation to		Text: Senses poetry – poetry <u>Genres:</u> poetry <u>Writing Objectives:</u> Using senses to write descriptive phrases 1. Join words and clauses using and 2. Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher <u>Reading Objectives:</u> 1. Develop pleasure in reading, motivation to		Text: George and the Dragon – <u>Genres:</u> Narrative - adventure <u>Writing Objectives:</u> descriptions 1. Use capital letters and full stops to demarcate sentences in some of his/her writing 2. Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher <u>Reading Objectives:</u> 1. Develop pleasure in reading, motivation to read, vocabulary		Text: The paper bag princess – <u>Genres:</u> discussion - unlikely heroes <u>Writing Objectives:</u> 1. Discuss what he/she has written with the teacher or other pupils 2. Add prefixes and suffixes using -ed. <u>Reading Objectives:</u> 1. Apply phonic knowledge and skills as the route to decode words 2. Answer questions in discussion with the		Text: Free fall – <u>Genre:</u> wordless <u>Writing Objectives:</u> 1. Form capital letters (names and places) 2. Write sentences by re-reading what he/she has written to check that it makes sense. <u>Reading Objectives</u> 1. Read aloud many words containing taught GPCs quickly and accurately			



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			read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. 2.Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases	read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart 2.Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences.	and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 2.Answer questions in discussion with the teacher and make simple inferences	teacher and make simple inferences	without overt sounding and blending 2.Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group) Christmas lists					
Spelling/Phonics	Baseline assessments	Monster Phonics ff, zz, ck, ss, ll	Monster Phonics -tch, -ve, nk, -ai	Monster Phonics oi, ay, oy	Monster Phonics Suffix s/es, a_e	Monster Phonics e_e, i_e. o_e	Monster Phonics u_e, ar	Monster Phonics ee, ea, -ed	Assessment week	Monster Phonics er, ur, ir	Monster Phonics oa, oo (moon), oo (book)	Monster Phonics oe, ow, ou



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<p>Maths (Following White Rose and every Friday is Arithmetic lesson to recap previous number objectives) Fractions</p>	<p>Place value within 10 Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p>	<p>Addition and Subtraction Represent and use number bonds and related subtraction facts within 20 Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add one digit numbers to 20, including zero. Subtract one digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p>Shape Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p>	<p>Place Value within 20 Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>	
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Science	:		<p><u>Animals including humans – body parts/senses</u> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Use his/her observations and ideas to suggest answers to questions Gather and record data to help in answering questions</p>			<p><u>Everyday materials</u> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Ask simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely Perform simple tests Identify and classify Use his/her observations and ideas to suggest answers to questions Use his/her observations and ideas to suggest answers to questions Talk, draw or write about aspects of the past</p>		<p><u>Seasons</u> Observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p>
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<p>Computing Topic</p>	<p>Twinkl – Computing skills Recognise common uses of information technology in the home and school environment Use technology purposefully to create digital content Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</p>				<p>Twinkl – word processing Recognise common uses of information technology in the home and school environment Use technology purposefully to create digital content</p>				
<p>Geography</p>	Intentionally blank greyed-out cells				<p>Vocab – human features eg village, city, town Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds Use simple maps of the local area e.g. large scale, pictorial etc. Name, describe and compare familiar places Link their homes with other places in their local community Know about some present changes that are happening in the local environment e.g. at school Suggest ideas for improving the school environment</p>				<p>Link to science Describe seasonal weather changes</p>



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<p>History</p>					<p>Place known events and objects in chronological order (own life) Sequence events and recount changes within living memory</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Describe some simple similarities and differences between artefacts</p> <p>Ask and answer relevant basic questions about the past</p> <p>Relate his/her own account of an event and understand that others may give a different version</p>								
<p>DT</p>											<p>Christmas puppet</p>	<p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing Use a range of simple tools to cut, join and combine materials and components safely Ask simple questions about existing products and those that he/she has made</p>	



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Art	Self portraits Artist : Picasso Learning: Explain what he/she likes about the work of others Use artwork to record ideas, observations and experiences Know the names of tools, techniques and elements that he/she uses Explore mark-making using a variety of tools Techniques: Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines Sort, cut and shape fabrics and experiment with ways of joining them											
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Music	<p>Unit: Hey You! Style: Old School Hip Hop Hey You! pulse, rhythm and pitch Listen to music with sustained concentration Understand that tempo describes how fast or slow the music is Find the pulse whilst listening to music and using movement Understand that pitch describes how high or low sounds are Understand that tempo describes how fast or slow the music is Listen to, copy and repeat a simple rhythm or melody Learn and perform chants, rhythms, raps and songs</p>	<p>Unit: Rhythm In The Way We Walk and The Banana Rap Style: Reggae, Hip Hop Listen to, copy and repeat a simple rhythm or melody Learn and perform chants, rhythms, raps and songs Understand that tempo describes how fast or slow the music is Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</p>
RE	<p>Why is the Church important? To learn that Christians meet together in a church To know that the church is not just a building but also a family of Christian people that Christians show God is important to them through worship To identify special Christian symbols in a church building and about the main features of a church (interior / exterior) Recognise religious objects/places/people/practices Recognise some religious symbols and use some religious vocabulary correctly Express his/her own experiences and feelings, recognising what is important in his/her own life Recognise interesting/puzzling aspects of life</p>	<p>Why do Christians follow Jesus? To learn that Christians are people who love Jesus and try to follow his example To learn that Jesus taught his disciples two great commandments, “love God” and “love others” To understand that anyone can be a follower of Jesus and try to show God’s love to other people To recognise that Christians read the Bible to learn how to follow Jesus, and to ‘love God’ and ‘love others’ Why is Christmas important? To know that Christmas is linked to the account of the birth of Jesus To be able to describe the key people and events in the birth stories (Nativity) and that this story is the focus of the celebration for Christians To recognise that Christians, believe Jesus is the Son of God. Recount elements of religious stories Recognise religious objects/places/people/practices Recognise some religious symbols and use some religious vocabulary correctly Express his/her own experiences and feelings, recognising what is important in his/her own life Express what is of value and concern to himself/herself and others in relation to matters of right and wrong</p>
PE	<p>Skill: To be able to develop balance, agility and co-ordination Sports for Kids sessions 1-6</p>	<p>Skill: To be able to perform dances using simple movement patterns</p> <p>Sport:</p>



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	Sport: Gymnastics							Line Dancing						
<i>Events / Visitors</i>								5/11 – Outdoor Classroom Day	13/11 – Children in Need					