

Year 1 Curriculum Overview – Autumn Term



<p>Literacy</p>	<p><u>Writing</u> Children will learn to;</p> <ul style="list-style-type: none"> • Understand what a sentence is and recognises sentences in reading. • Use some predictable and patterned language in own writing drawn from reading and role play. • Write sentences to match pictures or sequences of pictures, illustrating an event; re-read what is written to check it makes sense. • Write a simple recount of a real event. <p><u>Grammar & Punctuation</u> Children will learn to;</p> <ul style="list-style-type: none"> • Separate words with spaces. • Begin to use capital letters accurately, including for the beginning of sentences and names. • Write some sentences correctly demarcated with a full stop. • Write in first person using a capital letter for the personal pronoun 'I'. <p><u>Spelling & Handwriting</u> Children will learn to;</p> <ul style="list-style-type: none"> • Beginning to form many lower-case letters in the correct direction, starting and finishing in the right place. • Knows which letters to form in similar ways. • Use phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible. 	<p>Mathematics</p> <p>In Maths, children will learn to;</p> <p><u>Number: Place Value</u> * Count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number. * Count, read and write numbers to 50 in numerals. * Identifying a number 1 more, 1 less and between. * Write numbers from 1-20 in words.</p> <p><u>Number: Addition and Subtraction</u> * Represent and use number bonds and related subtraction facts within 10. * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. * Add and subtract one-digit numbers to 10, including zero. * Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p><u>Measurement: Length and Height</u> - * Measure and begin to record lengths and heights. Time- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p><u>Geometry: Shape</u> * Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</p> <p><u>Number: Multiplication and Division</u> * Count in multiples of twos, fives and tens.</p>
<p>Science</p>	<p><u>Animals, including humans</u> Children will be taught to identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. As well as identify and name a variety of common animals that are carnivores, herbivores and omnivores. They will describe and compare the structure of a variety of common animals (including humans), and identify, name and label basic parts of the human body.</p>	<p>Religious Education</p> <ul style="list-style-type: none"> • Families • Judaism • Belonging • Waiting <p>Please see separate RE letter for more information.</p>

	<p><u>Earth and Space</u> Children will be able to name the planets in our solar system and discuss how humans travel to space. They will understand what an astronaut is and what they do in space. Children will describe how humans survive in space and will recognise what a star is and how they form constellations.</p> <p><u>Seasonal Changes</u> Autumn - Looking at the changes in weather, plants etc. over the term</p>	History	<p><u>Significant Women and their Impact on Medicine</u> Children will learn about Florence Nightingale and Mary Seacole, as well as local women in medicine. Pupils will develop an understanding of 'significance' in relation to the achievements of these women and how their action have impacted us today.</p>
Computing	<p><u>Technology Around Us</u> Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Pupils will also consider how to use technology responsibly.</p> <p><u>Digital Painting</u> Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with pupils considering their preferences when painting with and without the use of digital devices.</p>	Geography	<p><u>Wonderful Weather</u> Children will gain understanding of how the weather and seasons impacts upon us in terms of the clothes we wear, the places we travel to, where we can live in the world and how the weather affects us.</p>
Music	<p>Children will be taught to;</p> <p><u>Pulse</u> - Keep a steady pulse in a group and be able to pick out two different tempos in music</p> <p><u>Rhythm</u> - 1 bar repetition using crotchets and quavers.</p> <p><u>Melody</u> - Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids</p> <p><u>Listening</u>- Identify features of a range of high quality and recorded music Replicate basic rhythms heard.</p> <p><u>Performing</u> - Play basic rhythms on untuned percussion instruments and using body percussion. Introduce repetition.</p> <p><u>Singing</u> - Sing simple folk tunes in unison both with and without accompaniment or backing tracks Composition - Improvise Simple rhythms based on given stimuli (e.g. rhythm grids)</p>	Physical Education	<p><u>Locomotion: Running</u></p> <ul style="list-style-type: none"> • Explore running • Apply running into a game • Explore running at different speeds • Running for speed: Acceleration • Explore running in a team • Consolidate running, apply running into a game <p><u>Ball Skills: Hands</u></p> <ul style="list-style-type: none"> • Introduce sending (bouncing) with control • Introduce aiming with accuracy • Introduce power and speed when sending a ball • Introduce/develop stopping, combining sending skills • Combine sending and receiving skills <p><u>Gymnastics: Wide, Narrow, Curled</u></p> <ul style="list-style-type: none"> • Introduction to wide, narrow and curled • Exploring the difference between wide, narrow and curled • Transitioning between wide, narrow and curled movements • Linking two movements together <p><u>Dance: Growing</u></p> <ul style="list-style-type: none"> • Responding to rhythm • Developing the growing plant 'dance' • Introduction to motifs • Creating motifs • Creating movement sequences • Relationships and performance

Art	<p><u>Drawing – Observation & Drawing Skills</u></p> <p>Pupils will develop their drawing skills by using a range of materials and techniques. The focus will be upon improving their pencil control, grip, fine motor skills, and their ability to apply a range of expressive marks. Pupils will learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, making links to their own work.</p>	Design Technology	<p><u>Cooking & Nutrition – Fruit Smoothie</u></p> <p>Pupils will build on their knowledge of fruit from EYFS in D&T and their knowledge of the world in geography by the seasonality of fruits in the UK and make choices after tasting some fruits and seasoning. They learn to conduct some simple market research and make a packaging based on brand influencers.</p>
Events	<p><u>September</u></p> <p>22nd - Y1/2 Coffee Afternoon</p> <p><u>October</u></p> <p>17th – Y1 Trip to Gibside</p> <p>20th – INSET Day</p> <p>23rd – 27th – Half Term</p> <p><u>November</u></p> <p>6th - 10th – Test Week</p> <p>28th – Parents’ Meetings</p> <p>29th – Parents’ Meetings</p> <p><u>December</u></p> <p>7th – Multi-Skills Event at Temple Park (am)</p> <p>22nd – Break up for Christmas</p> <p>25th – 5th January – Christmas Holidays</p>	Key Information	<p><u>Things we will need to support teaching & learning:</u></p> <ul style="list-style-type: none"> • Each week your child will bring home a reading book. Please try and hear them read daily and discuss what they have read (talk about the plot, characters and what they like / dislike about the book). Please ensure the book is returned to school on your child’s reading day. This can be found in their ‘Reading Record’ book. • Children will begin to receive weekly spelling to learn. Please practice these as often as possible and have their spelling book in school on a Friday morning. • As often as possible support your child using online games such as My Maths, Spelling Shed, etc. These are linked to their weekly Spelling or Mental Maths test. Login details can be found on their login card. • Please bring your child to school dressed in their PE kit on Mondays and Fridays. <p>Remember to check the school web-site to see what the children have been up to.</p> <p>Thank you</p> <p><i>Mrs K. McVittie</i></p>