



Curriculum Overview

Year 1 Autumn Term

Subject	Content
Religious Education	<p>Creation</p> <ul style="list-style-type: none">recognise different parts of the creation storyknow the story of St. Francis of Assisi <p>Families and Celebrations</p> <ul style="list-style-type: none">understand that Mass is an important celebration of God's familydescribe different words, gestures and actions that take place during Mass <p>Prayer</p> <ul style="list-style-type: none">identify a range of things to include in their personal prayers <p>Advent</p> <ul style="list-style-type: none">understand that Advent is a time of waiting and reparation for the celebration of the birth of Jesusunderstand that Advent is a time of joy and take part in a special liturgy to celebrate this season
Literacy	<p>Phonics: Phase 3 and 4 of Letters and Sounds</p> <p>Reading:</p> <ul style="list-style-type: none">decode unfamiliar wordsrecognise and read the first 100 high frequency words <p>begin to use punctuation in reading</p> <p>Writing:</p> <ul style="list-style-type: none">use knowledge of letters and sounds to assist in writing 'words' even if only identifying first sound and then using this to 'read' to adult. e.g. I w to the p (I went to the park)Write <u>words</u> with <u>finger spaces</u> <p>Final written outcomes:</p> <ul style="list-style-type: none">Write simple sentences using patterned language, words and phrases taken from familiar storiesLabels and captionsRecountsPoetry- recite familiar poems by heart and write free verse

	<p>Grammar, Punctuation and Spelling</p> <ul style="list-style-type: none"> • write the corresponding sounds to all 26 letters of the alphabet • write 'on the line' • letter 'size' – tall letters tall and small letters small • begin to use capital letters and full stops in writing
Mathematics	<ul style="list-style-type: none"> • counting, sorting and properties of numbers to 20 • place value and ordering • understanding + and – • money and real life problems • shape and space-2D and 3D shapes • mental calculation strategies + and – • problem solving and decisions • measures- time, length and weight • organising and sorting into lists and groups
Science	<p>On-going practical scientific methods processes and skills throughout the year:</p> <ul style="list-style-type: none"> • ask simple questions • observe closely using simple equipment • perform simple tests Identify and classify • use observations and ideas to suggest answers to questions • gather and record data to help answer questions <p>Biology: Animals and humans</p> <ul style="list-style-type: none"> • identify and name-including amphibian, reptile, vertebrate, invertebrate • name: carnivores, omnivores, herbivores • identify and name body parts <p>Chemistry: Every day materials</p> <ul style="list-style-type: none"> • distinguish between objects and materials • identify and name materials • simple properties of materials • compare and group materials • learn about the work of a scientist e.g. Macintosh, McAdam, Dunlop <p>Physics: Seasonal changes, an on-going topic throughout the year</p> <ul style="list-style-type: none"> • apparent movement of the sun • changes over seasons • weather- and day length change
Computing	<ul style="list-style-type: none"> • find and use pictures on the web • know what to do if you encounter pictures that cause concern • group images on the bass of binary (yes/no) • sort pictures according t some criteria

	<ul style="list-style-type: none"> • understand that programmable toys can be controlled by inputting a sequence of instructions • program a toy to follow an algorithm • debug their program
<p>Creative Curriculum:</p>	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle)</p> <hr/> <p>Autumn 1: Journeys Main focus: Music</p> <ul style="list-style-type: none"> • play instruments in different ways to create sound and effect • identify different groups of instruments • contribute to the creation of a class composition • explore, select combine and exploit a range of different sounds to compose a soundscape • compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition <p>Autumn 2: Memories Main focus: History- chronological understanding</p> <ul style="list-style-type: none"> • sequence events in their life • sequence 3 or 4 artefacts from distinctly different periods of time • match objects to people of different ages • use stories to encourage children to distinguish between fact and fiction • compare adults talking about the past – how reliable are their memories?
<p>Physical Education</p>	<p>Dance:</p> <ul style="list-style-type: none"> • explore basic body actions • begin to make single movements and combine movements using different parts of the body • practise moving expressively and clearly • try to choose movements that reflect the dance idea • with help, remember, repeat and link movement phrases and dances • recognise when they feel out of breath when dancing • recognise and describe some body actions and some expressive and dynamic qualities of movements <p>Games:</p> <ul style="list-style-type: none"> • use a small range of underarm throwing and rolling skills

	<p>accurately</p> <ul style="list-style-type: none"> • use a small range of collecting and receiving skills • show some awareness of the space available and a basic awareness of others around the space • play simple versions of games, with a partner or a passive opponent • choose and use a small range of basic skills and ideas • recognise when their heart beats faster or they get out of breath • describe some basic rules and the way to score
PSHE	<ul style="list-style-type: none"> • begin to describe how needs are different from wants • identify and names some feelings and expresses some of their own positive qualities • begin to share their views and opinions (for example talking about fairness) • set themselves simple goals (for example sharing toys) • describe some of the groups and communities they belong to and recognises that people in their communities are different