

Year 1 Curriculum - Autumn

<p>English Rapunzel – Autumn 1 Fiction</p> <ul style="list-style-type: none"> - Outcome to retell a finding narrative story <p>Non-Fiction</p> <ul style="list-style-type: none"> - Outcome to create an information poster <p>Hermelin – Autumn 2 Fiction</p> <ul style="list-style-type: none"> - Retell a detective narrative - Adjectives - Conjunction ‘and’ - Suffix ‘es’ <p>Non-fiction</p> <ul style="list-style-type: none"> - Writing a letter - Alliteration - Exclamation sentences <p>SPaG</p> <ul style="list-style-type: none"> - Using capital letters and full stops to begin and end our sentences - Using finger spaces between our words - To use our phonics knowledge to help segmenting and spelling words 	<p>Maths Place value</p> <ul style="list-style-type: none"> - Sort and count objects, represent objects, find one more and one less, compare objects and numbers and put numbers in order. <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> - Introducing parts and wholes, addition symbol, fact families, number bonds, adding small numbers together, working out how many are left (subtraction, finding the difference and counting back. 	<p>Science Autumn</p> <ul style="list-style-type: none"> - Why are there so many leaves on the floor? - How do we know autumn is arriving? - What do birds do in Autumn? - What do some animals do in Autumn? <p>Materials</p> <ul style="list-style-type: none"> - What makes a material useful? - Why are windows made of glass? - Which materials help keep us warm? - Which materials help keep us dry? - What do we use materials for? <p>Investigation</p> <p>Children will have the opportunity to plan and investigate the best material to keep a creature dry. This is linked in with our Materials topic.</p>	<p>Computing Computing systems and Networks</p> <ul style="list-style-type: none"> -Logging on and off safely and correctly <p>Online Safety</p> <ul style="list-style-type: none"> -Learning how to use the internet safely. 	<p>History How am I making History?</p> <ul style="list-style-type: none"> - What is my history? - How can I find out more about myself? - How are special events remembered? - What was it like for children in the past? - What have I learnt about childhood from the past? - How am I making History? 	<p>Art Drawing- Make your mark</p> <ul style="list-style-type: none"> - Exploring lines - Making waves - Experimenting with media - Mark making - Drawing from observation <p>Design Technology Mechanisms- Structures</p> <ul style="list-style-type: none"> - Building stable towers - Exploring stability - Designing a pencil pot - Making from their design
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<p>Geography What is it like here?</p> <ul style="list-style-type: none"> - Where is the world are we? - What can we see in our classroom? - What can we find in our school grounds? - Where are the different places in our world? - How do we feel about our playground? - Can we make our playground even better? 	<p>Music Charanga</p> <ul style="list-style-type: none"> - Charanga - Hey You! - HipHop song and rhythm, pulse and pitch work - Rhythm patterns, call and response - Investigate layering simple rhythms - Rhythms with symbols - Compose sounds and music to accompany a story –start to record as a class graphic score - Learn traditional Christmas carols 	<p>RE – Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> - What is precious to us and what is precious to Jewish people? - What does a mezuzah reminds Jewish people about? - How and why do Jewish people celebrate Shabbat? - What does the story of Chanukah make us think about? - How do Jewish people think about miracles at Chanukah? <p>How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> - What do we celebrate and why? How do we celebrate? 	<p>PE</p> <p>The children are taught a comprehensive list of skills both discreet and in game situations by our coaches Mr Spinola and Mr Heathcote. This will aid their skill development:</p> <ul style="list-style-type: none"> - Being confident and safe in space used - Describing how the body feels during exercise - Exploring and using skills effectively - Being able to watch, copy and describe what others are doing <p>Dance</p> <p>Exploring action and dynamics through learning and creating movement linked to Topic. The children will work in pairs and small groups to improve their movement further by adding their own starting/ending positions, freeze frames and developing the dynamics (soft, sharp, fast and slow).</p>	<p>PSHE/RSE</p> <p>Introduction- Setting ground rules for PSHE/RSE</p> <p>Family and Relationships</p> <ul style="list-style-type: none"> - What is family? - What friendships? - Recognising other people's emotions - Working with others - Friendship problems - Healthy friendships - Gender stereotypes <p>Health and Wellbeing</p> <ul style="list-style-type: none"> - Understanding my emotions - What am I like? - Ready for bed - Relaxation - Handwashing and personal hygiene - Sun safety - Allergies - People who keep us healthy
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