

Curriculum Information Sheet Year 1		Autumn Term 2024 Mrs Cowley	
Reading			
Children will share a range of texts during group reading practice sessions. We will read whole class poetry as well as completing work based on 'Lost and Found' and 'Nibble the Book Monster'.			
Knowledge		Skills	
Growing range of vocabulary. Fiction, non-fiction and poetry. All phase 3 phonemes, phase 4 clusters. Phase 5 phonemes (alternative spellings) as they are introduced.		Identify rhyming words. Sound and blend using learned phonemes. Discuss what has been read, identifying characters, setting and order of events.	
Writing			
Within Pathways to write sessions, using the class focus texts for inspiration, the children will work towards writing their own pieces of poetry, retelling an adventure story, diary entries, recounts and writing their own adventure story.			
Knowledge		Skills	
Rhyming words. Features of a sentence- words, phrases, capital letters, full stops. Correct letter formation. How repetition is used within poetry.		Write simple language patterns- repetition and rhyme. Write words and phrases. Write in complete sentences with capital letters and full stops. Spell words using phonic knowledge.	
Mathematics			
During the Autumn Term children will focus on the following aspects of the Year 1 Curriculum- Number and Place Value; Properties of 2D shapes; Addition and Subtraction; Measurement- length and height; Multiplication and Division; Position and Direction; Fractions- halves and money (values of coins).			
Knowledge		Skills	
Number bonds to 5 and 10. Doubles. Meaning of symbols for addition, subtraction, equals, multiplication (groups of) and division (sharing). 2D shape names. Multiples of 2, 5 and 10. Names coins and £5 notes.		Using number lines and apparatus, to add, subtract and group. Recording calculations within the squares in exercise books. Measure length using rulers. Identify half of an object, shape, quantity or length. Select coins to pay different amounts and to give change. Apply number and shape knowledge to solve problems. Use mathematical vocabulary to explain working and solutions to problems.	
Science My Body (1st Half Autumn) Everyday Materials (2nd Half Autumn)			
Children will be learning about parts of their body, in particular those related to their 5 senses. They will learn to identify materials, describing them and comparing to other materials. Children will also practice sorting skills.			
Knowledge		Skills	
Names for body parts. Identify what different body parts are used for. Name the 5 senses and which body parts perform these. Name and identify properties of common materials. Vocabulary to describe materials.		Asking questions. Close observation using all 5 senses. Recording ideas and findings. Reason which materials can be used for tasks according to their properties. Investigational skills to test ideas.	
History (2nd Half Autumn)- How am I making history?			
Children will construct timelines of their own memories and develop their language use to talk about past and future. They will compare childhood now with that in the past.			
Knowledge		Skills	
Similarities and differences between childhood now and in the past. Key vocabulary- celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present.		Order items on timelines. Use the terms 'before' and 'after' when discussing their timelines. Ask questions to learn more about childhood in the past. Select three memories to put in a time capsule.	
Geography (1st Half Autumn)- What is it like here?			
Through fieldwork children will develop their understanding of how to read and create maps. As well as, gathering and interpreting information in a survey. Children will explore aerial photographs.			
Knowledge		Skills	
Key vocabulary- aerial photograph, aerial view, atlas, city, country, directional language, features, globe, improve, key, land, locate, location. The name of the country and town/ village that they live in. That England is one of 4 countries in the United Kingdom.		Locate 3 features on an aerial photograph of the school. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise 4 features in the school grounds using a map. Explain how they feel about 3 areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.	
Art (1st Half Autumn)- Painting and mixed media- Colour Splash			
Children will be building on their experiences of colour mixing in Reception.			
Knowledge		Skills	
Primary colours. Secondary colours and how to mix them.		Explore colour mixing. Describe the work of artists.	

Design and Technology (2nd Half Autumn)- Structures: Windmills

Children will learn about the different types of windmills, their key components and functions. They will work through the design and evaluation process as they make their own windmills.

Knowledge

Types of Windmill.
Name the main parts of a windmill
Vocabulary- client, design, design criteria, evaluation, net, stable, strong, structure, test, weak, windmill, windmill axle, windmill structure, windmill turbine.

Skills

Describe a design and the purpose of a structure.
Cut resources along a line (curved and straight).
Create a secure, freestanding structure.
Assemble components.
Test, evaluate and adapt design.

Religion and Worldviews

During the 1st half of term children will be completing an introduction to the Religion and Worldviews Approach, including its 3 component parts- Theology, Philosophy, Human and Social Science. They will then complete a unit with the key enquiry question: 'How might your religion or worldview be seen in the choices you make?'

Knowledge

People may show their belonging to an organized worldview through what they choose to wear.
People may show their belonging to an organized worldview through the actions they choose to take.
The 'Golden Rule' is a way of living that can be applied across many religious and non-religious worldviews.
People can choose to express personal responsibility through different rituals, for example: worship, prayer and service.
People's worldviews can influence the way they choose to live, leading to diverse lived expressions of both religious and non-religious worldviews.

Skills

Read simple passages from sacred texts and engage in simple exegesis (annotating and analyzing) to explain what a sacred text might mean.
Develop a simple survey to better understand the lived expression and beliefs of different worldviews.
Observe individual and communal worldviews in action within the context of a local place of worship and use this to better explain phenomena from organized worldviews (e.g. prayer) and comment on what this might mean to individuals and the community.

PHSE- Being Me in My World and Protective Behaviours (1st Half Autumn) Celebrating Difference (2nd Half Autumn)

Children will construct a Jigsaw Class Charter to ensure that they are respectful and supportive of one another. They will participate in a range of activities including circle time, games to connect them as a class and mindful breathing and calm time with the Chime Bar. The Protective Behaviour Unit is an important part of our whole school approach to child safe guarding. It teaches children the correct names for body parts (including the genitals) about Early Warning Signs in their body, how to say no to others and who to speak to if they need help.

Knowledge

The meaning of rights and responsibilities.
Meanings of rules, charters, agreements.
Bullying must be tackled.
Where to go for help.
Meaning of a safe secret.
Early Warning Signs.

Skills

Understand rights and responsibilities as unique members of a class.
Contribute to class discussions.
Consider consequences to actions.
Identify similarities and differences.
Identify who I would ask for help.

Computing

The children will become familiar with accessing the ipads, including logging on to Purple Mash to allow them to access a range of learning opportunities.

Knowledge

Handling an ipad.
Switching ipad on and off.
Opening and closing apps.
How to log on.
Importance of logging out.
Ways to stay safe online.

Skills

Log in to Purple Mash.
Access and explore Purple Mash tools.
Follow instructions.
Search Purple Mash.
Saving and retrieving work.

P. E- Gymnastics and Ball Skills (1st Half Autumn) Fundamentals and Sending and Receiving (2nd Half Autumn)

Knowledge

Names of shapes, balances, jumps and rolls.
Terminology to describe ball control- rolling, kicking, throwing, catching, bouncing, dribbling, tracking.
Athletic activities- standing long jump, wall jump, throwing, speed bounce.
Hopping and jumping movements.

Skills

Perform travelling actions, shapes, balances, jumps and rolls with increasing control and coordination.
Control balls in a variety of ways whilst negotiating the space.
Set personal goals within athletics activities.
Change direction when moving at speed.
Work cooperatively with others to complete tasks.

Music- Hey You! (1st Half Autumn)

During each lesson children will get to listen to and discuss a different example of music, they will be exposed to a range of musical styles and elements. They will also participate in activities which help them to learn about the elements of music, such as pulse and rhythm.

Rhythm in the way we walk (2nd Half Autumn)

Knowledge

Musical terminology- pulse, rhythm, pitch, melody, singing, compose, play, perform, rapping, dancing, improvise, listen.

Skills

Remember words to songs, sing in time following the pitch and tune.
Identify the pulse and move in time.
Repeat clapped rhythms.
Play untuned percussion.
Play notes C and G on a glockenspiel.
Listen and respond to music.

