



Year 1

Curriculum Overview – Autumn Term 1

Dinosaurs

History

Shops Since 1930'

- Develop an awareness of the past, using common
 - Know where people and events they study fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Answer and ask questions, choosing stories and other sources to show that they know key features of events.
- Understand ways in which we find out about the past.

Geography

Have You Ever Been Lost ?

- Geographical skills and fieldwork: use simple fieldwork and observational skills to study geography of their school.
- Use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key.
- Use simple compass directions... and locational and directional language ...to describe the location of features and routes on a map.

Science

Who Am I ?

In this unit the children will learn how to identify, name, draw and label the basic parts of the human body. To say which part of the body is associated with each sense. They will develop their scientific skills in order to observe things using simple equipment, to identify and sort different things. And to collect and record data to help answer questions.

Visitor

Worker from Toys R Us and an older person

Children will talk to invited adults about old childhood games and toys as well as modern toys.

Computing

We Are Treasure Hunters.

In this unit, the children will program a toy to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, then input these as stored programs for the robot. They predict how the robot will move and will debug their programs.

R.E.

Christianity; Gods Wonderful World: Creation.

The following unit of work introduces Year 1 children to how & why some stories and books are sacred and important for Christians.

Music

Hey You !

In this unit the children will be given the opportunity to make up (compose) their own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.

Reading

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with very common suffixes
- Read contractions & understand purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple predictions

Writing

- Name letters of the alphabet
- Spell very common 'exception' words
- Spell days of the week
- Use very common prefixes & suffixes
- Form lower case letters correctly
- Form capital letters & digits
- Compose sentences orally before writing
- Read own writing to peers or teachers

Grammar

- Leave spaces between words
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Use common plural & verb suffixes

Speaking & Listening

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate

Character descriptions
Information texts

M
MATHS

L
LITERACY

Number/Calculation

- Count to / across 100
- Count in 1s, 2s, 5s and 10s
- Identify 'one more' and 'one less'
- Read & write numbers to 20
- Use language, e.g. 'more than', 'most'
- Use +, - and = symbols
- Know number bonds to 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems, including simple arrays

Geometry & Measures

- Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
- Begin to measure length, capacity, weight
- Recognise coins & notes
- Use time & ordering vocabulary
- Tell the time to hour/half-hour
- Use language of days, weeks, months & years
- Recognise & name common 2-d and 3-d shapes
- Order & arrange objects
- Describe position & movement, including half and quarter turns

Fractions

- Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$