

Year 1 Curriculum Overview Autumn Term

ENGLISH

Writing:

- Non-fiction recounts, story writing, simple sentence structures, rhyming words and descriptive writing.
- To describe characters using adjectives.
- Retell a story by beginning to use time connectives.
- To use onomatopoeia.
- To use information books to write amazing facts about animals.

Spelling and phonics:

- To learn basic sounds sh, ch, th, ng, qu, ar.
- To revise the short vowels a/e/i/o/u.
- Consonant clusters e.g. ll, ff, zz and ss.
- To learn ff, ll, ss/zz, ck sounds
- Tricky Words: I, the, he, she, me, we, be, was, to, do, are, all, you, your, come, some, said, here, there, they, go, no

Grammar:

- Capital letters and full stops, sentence construction, matching lower case to capital letters, proper nouns, common nouns and alphabetical order.
- Use of a or an.
- Plurals.

Handwriting:

- Basic letter formation based on spelling sounds, capital letters and full stops, capital I, short and long sentences.

Comprehension:

- Working with a variety of stories with predictable endings, non-fiction writing, signs, labels and captions.
- To recall events in a story drawing on their own experience.
- To answer questions about the events in a story and the characters.
- Visit to pantomime to see a familiar story.

MATHEMATICS

- Properties of numbers up to 100, ordering numbers and counting up to 100.
- Addition and subtraction to 100.
- Length. Comparing lengths and using non-standard units.
- 3D Shapes and their properties.
- Counting reliably up to 100 and back.
- Ordering and comparing numbers.
- Money and real-life problems (totals and change).
- Addition of doubles to at least 20.
- Subtraction facts for pairs of numbers to at least 20.
- Time and related vocabulary.
- Handling data.

SCIENCE

Seasonal Changes:

- The Sun and shadows, the seasons, the weather, climate change.

Animals and Humans:

- Senses, growth and parts of the body.
- Grouping animals – herbivores, carnivores and omnivores.

HISTORY

- Timeline and chronology.
- Local history.
- Research the history of Pinner.
- Study Pinner High Street from the Norman Church to the tudor and victorian buildings.
- Pinner Fair.
- Reddiford School.
- Pinner through the ages.
- Harrow Museum visit.
- Pinner walk.

GEOGRAPHY

The United Kingdom:

- Children to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Human and cultural features of England, Wales, Scotland and Northern Ireland.

SPANISH

- Basic Greetings: Good morning! – Hi! – My name is... - How are you? I'm well; I'm not well; So-so - Goodbye – See you later.
- Numbers 1-10
- 10 Colours.

RE

- I am special:
- Family
- How do I feel
- Religious practises
- Respect
- Judaism
- Islam
- Hinduism
- Buddhism
- Christianity
- The Christmas Story

PE

- The children develop throwing and catching skills through the use of different sized balls. They learn to send the ball on different pathways and develop their hand-eye co-ordination and arm movements to enable them to be successful throwers as well as catchers.
- The children investigate movement, balance, and how to find and use space safely. They explore basic gymnastic actions on the floor. They copy or create, remember and repeat, short movement phrases linking actions together. In gymnastics as a whole, children use skills and agility individually, in combination and in sequence, with the aim of showing as much control and precision as possible.

MUSIC

- Harvest songs.
- High, middle and low sounds.
- Names of percussion instruments.
- Different rhymes with body rhythms, sound stories, words and voices.
- Preparation for the Christmas concert.

ART, CRAFT, DESIGN & TECHNOLOGY

Common drawing task:

- Self portrait

Portrait work using pastels

Line:

- Using line to show texture, movement and moods
- Drawing the class bear showing his character

Autumn leaves:

- Describe and draw their texture and shape

Design an art folder

Seasonal work:

- Firework display
- Decorate a picture frame
- Christmas art activities including making cards and calendar

PSHE

Rules (Fundamental British Values)

- Rules of law. Why do we need rules? Understanding right from wrong.
- Golden Rules - to go through and understand the 'Reddiford Way'. To learn the consequences of our actions.

Safety on the internet (Personal wellbeing)

- How to keep safe when using the computer.
- Learn 'smart rules'.
- Safe practice. To learn that some information is precious because it only applies to them and should not be divulged on line.

Fire safety

- Fireworks, fancy dress
- In the home

Playing fair (fundamental British Values)

- It is important to play fair and share in games and take turns.
- It is also important to help and respect each other and understand the consequences of our actions.

Health and wellbeing. What makes a place healthy?

- Healthy eating. Understanding of the long-term values of healthy eating.
- Appropriate clothing. Clothing for different occasions and environments.
- Keeping clean. Why we should keep clean.
- Exercise. To understand the long-term benefits of exercise.

ICT

- Internet Safety, including:
 - *Discussing safe practice.*
 - *Never to divulge personal information.*
 - *Wary of online friendships*
 - *To be a friend online*
 - *Wellbeing, to understand them and talk to a responsible adult.*
- Mouse control and basic computer skills. Introduction to Paint. Word processing.
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- Cross curricular work on Science and History using programs such as Espresso and the internet.
- Mouse control and basic computer skills including 'Word', Paint and Espresso.
- Creating pictures, use of computer graphics.
- Reading Age test

THINKING SKILLS AND CRITICAL THINKING

- Work co-operatively with others.
- Identify differences and similarities.
- Identify irregularities.
- Explain clearly reasons for choices.
- Develop problem solving and logical thinking skills.

WELLBEING

- To understand the meaning of being Mindful.
- To know that it is important to share our feelings.
- To understand the importance of breathing.
- To understand that it is important to ask questions.
- To learn how to respond to the opinions of others.
- To discuss characteristics of ourselves and others.
- To practise agreeing and disagreeing with others in an open discussion.
- To start and develop an enquiry.
- To understand why we discuss things.
- To agree or disagree to different extents
- To discuss similarities between ourselves and the things around us.