

## Year 1 Curriculum Overview Autumn Term

### ENGLISH

#### Writing:

- To write a speech bubble about the Traction Man story.
- To describe the character of Traction Man using adjectives.
- To write a character description.
- To retell a scene from a story.
- To use adjectives to describe a story setting.
- To write a story involving a character from a book.
- To use onomatopoeia in a whole class poem.
- To write wow facts about a tigers and elephants.
- To create an animal fact file.
- To write a letter.

#### Spellings and Phonics:

- To revise basic sounds learnt previously.
- To learn ew, ou, ow, oi, oy, or, al, nk, er, ir, ur, au, aw sounds.
- Tricky Words: because, want, saw, put, could, should, would, right, two, four, goes, does, made, their, once, upon, always, also, of, eight, love, cover, after, every, mother, father.

#### Grammar:

- Final consonant blends, adverbs, plurals, antonyms, using a dictionary and a thesaurus, inverted commas (speech marks), questions and revision on nouns, verbs and adjectives, compound words and alphabetical order.

#### Comprehension:

- To recount events from a story.
- To recall events and make predictions about a story.
- To recall events from their own experiences.
- To understand that writing carries meaning.
- To answer multiple choice questions about a story.
- To find out facts about a tiger.
- To retrieve information about elephants from the text.
- To answer questions about the story events and characters.

#### Handwriting:

- Using phonic sounds to develop joined Reddiford cursive script.

#### Speaking and Listening:

- To take turns to speak, listen to each other's suggestions and talk about what they are going to contribute.
- To learn a poem for the Harvest Festival.
- To use expression in their voice.

## MATHEMATICS

- To count forward and backwards to 100.
- To represent numbers to at least 20 in digits, words and pictures.
- To count items accurately to at least 30.
- To say the number before and after (1 more, 1 less) to at least 50.
- To begin to understand the place value of a digit in a single digit and a two-digit number, especially numbers to 20.
- To be able to order, compare and estimate numbers to 100.  
To be able to count on in twos, fives and tens.
- To understand vocabulary related to add and subtract and know what equals means.
- Addition and subtraction to 10 and 20.
- To add using concrete apparatus and by counting on from the biggest number.
- To subtract using concrete apparatus and by counting back.
  
- Measures: Length-Understanding the vocabulary used to compare and describe length. Comparing lengths and using non-standard units and introducing metres and centimetres
- Measures: Time-Days of the week, Yesterday, Today and Tomorrow and the months of the year.
- Measures: Mass-Understanding the vocabulary used to compare and describe mass. Estimating, comparing mass using a balance scale.

## 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.
- Know the seven continents and which continent we live on.
- Identify people/places in different continents.

## 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 & 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 online.

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 they 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.