



*Proudly and Joyfully, we love, live and learn as God's children*

Year 1

Autumn Term 2021

Curriculum Overview

Subject	Autumn Term
RE	<p>Creation:</p> <ul style="list-style-type: none"><li>• Recognise different parts of God's Creation and be able to show appreciation for it.</li><li>• Know and be able to sequence the story of creation.</li><li>• Be able to write prayers for use in a harvest liturgy associated with God's Creation.</li><li>• Know the story of St. Francis of Assisi.</li></ul> <p>Families and Celebrations:</p> <ul style="list-style-type: none"><li>• Be able to describe celebrations in which they have been involved at home or in school and to identify celebrations as an important part of family life.</li><li>• They will understand that Mass is an important celebration for God's family and will be able to describe the different words, actions and gestures that take place.</li><li>• They will understand that in Jesus' life, his family and friends celebrated together and know the stories that tell of this.</li></ul> <p>Advent:</p> <ul style="list-style-type: none"><li>• Understand that Advent is a time of waiting and preparation for the celebration of the birth of Jesus.</li><li>• They will know how the season is structured and will be able to explain some ways in which the season is celebrated at home, in the parish and in school.</li><li>• They will also be able to explain the importance of making preparations for the celebration of Jesus' birth and identify some ways of doing this.</li><li>• They will also understand that Advent is a time of joy and will be able to participate in a special liturgy to celebrate the season.</li></ul>

<p>Literacy</p>	<p>Literacy - The Three Billy Goats Gruff</p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Form lower-case letters in the correct direction.</li> <li>• Write sentences by: <ul style="list-style-type: none"> <li>- Saying out loud what they are going to write about.</li> <li>- Composing a sentence orally before writing it .</li> <li>- Sequencing sentences to form short narratives.</li> <li>- Re-reading what they have written to check that it makes sense.</li> </ul> </li> <li>• Leave spaces between words.</li> <li>• Begin to punctuate sentences using a capital letter, a full stop or a question mark.</li> <li>• Use the word 'and'.</li> <li>• Use a capital letter for names of people and the personal pronoun I.</li> <li>• Begin to correctly spell common exception words.</li> </ul>
<p>Maths</p>	<p>Place Value</p> <ul style="list-style-type: none"> <li>- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</li> <li>- Given a number, identify one more and one less.</li> <li>- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> <li>- Read and write numbers from 1 to 20 in numerals and words.</li> </ul> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>- Represent and use number bonds and related subtraction facts within 20.</li> </ul>

	<ul style="list-style-type: none"> <li>- Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \quad - 9</math>. <input type="checkbox"/></li> </ul>
<p style="text-align: center;">Science</p>	<p><b>Animals including Humans:</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Seasonal Change (Autumn/ Winter)</b></p> <ul style="list-style-type: none"> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>• observe changes across the 4 seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>
<p style="text-align: center;">Computing</p>	<p><b><u>Introduce B6fL / Launchpad 365</u></b></p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>✓ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul> <p><b>Online-Safety</b></p> <ul style="list-style-type: none"> <li>✓ Use technology safely and respectfully</li> <li>✓ Keeping personal information private</li> </ul> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p><b><u>Write and paint all about me Part 1</u></b></p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>✓ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>

	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Use technology safely and respectfully</li> <li>✓ Keeping personal information private</li> </ul>
History	<p><b>Mary Seacole:</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>
Geography	<p><b>My World and Me</b></p> <p>Children will learn to name and locate the world's seven continents and five oceans</p> <p>They will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> <li>-Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>-Follow directions (Up, down, left/right, forwards/backwards)</li> <li>-Investigate their surroundings of the school and immediate community.</li> <li>-Make observations about where things are e.g. within school or local area.</li> <li>-Use a simple picture map to move around the school.</li> <li>-Recognise that it is about a place.</li> <li>-Draw around objects to make a plan.</li> </ul>
Art	<p><b>Drawing - Linked to Albert Charles Challen</b></p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences.</li> <li>• Become proficient in drawing.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>• To use drawing to develop and share their ideas, experiences and imagination.</li> </ul>
Design and Technology	<p><b>Textiles - Fabric faces</b></p> <ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>

<p>Citizenship</p>	<p>Dignity of the Human Person.</p> <ul style="list-style-type: none"> <li>• God loves us equally as his children.</li> <li>• We are all different and amazing.</li> <li>• We love and look after each other because we are all brothers and sisters.</li> </ul> <p>Loving each other makes us strong.</p>
<p>PE</p>	<p>Throwing and Catching</p> <ul style="list-style-type: none"> <li>• I can dribble and maintain control of a ball using a range of bats.</li> <li>• I can hit a stationary or slow moving ball with increasing accuracy.</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>• I can move in time to a beat.</li> <li>• I can perform simple sequences of movements to music.</li> </ul>
<p>Music</p>	<p style="text-align: center;">Autumn 1 Hey You! By Joanna Mangona</p> <p style="text-align: center;">Autumn 2 Rhythm in The Way We Walk Banana Rap By Joanna Mangona</p> <p style="text-align: center;">Skills Taught throughout these topics:</p> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes <ul style="list-style-type: none"> <li>♣ play tuned and un-tuned instruments musically</li> </ul> </li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
<p>Life to the Full</p>	<p>Key Stage One Module One: Created and Loved by God</p> <p><b>Created and Loved by God</b> explores the individual. Rooted in the teaching that <b>we are created by God out of love and for love</b>, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:</p> <p><b>Unit 1 - Religious Understanding</b> introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage...</p>