

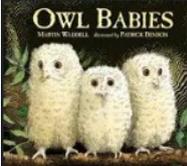


*Proudly and joyfully, we love, live and learn as God's children*

## Year 1

### Curriculum Overview for Autumn Term 2023

Curriculum Subject and topic	Curriculum Objectives	What you can do to help your child...
<p>RE</p>	<p><b>Creation:</b></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. Families and Celebrations: 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><b>Advent</b></p> <ul style="list-style-type: none"> <li>• Understand that Advent is a time of waiting and</li> </ul>	<p>Discussions with others about what they have learnt about in RE and how they feel about it.</p> <p>Write prayers for your parents and God-parents and give them to them in a card.</p>   <p>Create and use an advent wreath.</p> <p>Read: Lk. 1: 26-26 – The Annunciation Lk. 1: 39-45 – The Visitation</p> 

	<p>preparation for the celebration of the birth of Jesus.</p> <ul style="list-style-type: none"> <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>The Colour Monster</p>  <p>Owl Babies</p> 	<p><b>Reading</b> Mastery of step 1 sounds. Begin learning and practicing step 2 sounds.</p> <p><b>Writing</b> The Colour Monster Book: - Labels and Captions</p> <p>Recount from own experiences.</p> <p><b>Poetry on a Theme</b> Owl Babies Book: - Labels and Captions – Fact files Informal letters (to Santa)</p>	<p>Use the QR codes regularly shared out by your child's phonics teachers.</p> <p>Encourage children to practice and rehearse their spellings.</p> <p>Encourage children to read their books out loud each night.</p>

## Maths



### Number and place value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- Given a number, identify one more and one less.
- - 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.
- Read and write numbers from 1 to 20 in numerals and words.

### Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete

### Visit these platforms:

MyMaths.co.uk

Maths.com

Numbots

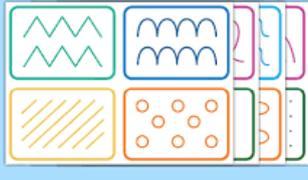
Times Table Rockstars

Practice counting regularly with lots of house hold items. i.e washing line pegs, tins of food etc.

	<p>objects and pictorial representations, and missing number problems such as <math>7 = - 9</math>.</p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul>	
<p>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>Visit a zoo or a farm Research different animals at home</p> <p>Take a walk and dicuss the seasonal changes that you notice.</p>

	<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>Draw pictures or paint them to show the different seasons.</p>
<p>Computing</p> 	<p><b>Introduce BGfL / Launchpad 365</b></p> <p><b>Information Technology</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b>Online-Safety</b></p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully.</li> <li>• Keeping personal information private Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> <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>Talk to your children about how to be safe on line.</p> <p>Explain what to do if they come across something that doesn't make them feel safe.</p> <p>Discuss what information should be kept private and what information we can share with others.</p>

	<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>	
<p>History</p> 	<p><b>Nurturing Nurses – Florence Nightingale and Mary Seacole</b></p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p>Research Florence Nightingale and Mary Seacole</p> <p>Go to the library and find books about these and other famous nurses in the past.</p> <p>Find out about the job of a nurse now, create some questions to ask the nurse about their jobs?</p>
<p>Geography</p> 	<p><b>My World and Me</b></p> <ul style="list-style-type: none"> <li>• Children will learn to name and locate the world's seven continents and five oceans 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.</li> <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>	<p><a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p> <p>Go for a walk around home and school, discuss what you can see.</p> <p>Create a map of your local area.</p> <p>Give your children directions to follow when you are in the park.</p>
<p>Art</p>	<p><b>Mark Making</b></p> <p>= to explore ways of drawing lines when joining one point to another</p>	<p>Create patterns at home</p> <p>Practise joining lines together freehand and with a ruler</p>

	<p>= to create patterns using repetition          = to understand and experiment painting with a paintbrush          = experiment with a variety of mark making and materials          = imitate and create art in the style of Paul Klee</p>	<p>Discover other materials to make marks with: e.g. chalk, paint, pencils, etc.</p>
<p>Design and Technology</p> 	<p><b>Eat More Fruit and Vegetables</b></p> <ul style="list-style-type: none"> <li>• Find out the favourite fruits and vegetables in the class and present the data in a pictogram</li> <li>• Examine, taste and describe a variety of fruits and vegetables</li> <li>• Find out how to handle and prepare a variety of fruits and vegetables</li> <li>• Design a recipe to include fruit and/or vegetables</li> <li>• Make and evaluate a food product based on design</li> </ul>	<p>Have a look at the range of fruits and vegetables available in the supermarket.</p> <p>Taste different fruits and vegetables at home.</p> <p>Keep a food diary of all the different fruits and vegetables you eat.</p>
<p>Citizenship</p>	<p><b>Dignity of the Human Person</b>          We are all different and amazing.</p> <p><b>Family and Community</b>          We care for and look after each other.</p>	<p>Celebrate differences in our families – what talents and gifts do we all have?</p> <p>How can we show others we care for them?          Organise something special to do for a family member, friend or teacher.</p>
<p>PE</p> 	<p><b>Throwing and Catching</b></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><b>Dance</b></p>	<p>Practice catching and throwing games in the garden or the park.</p> <p>Watch lots of different Youtube videos e.g. Just Dance videos.</p> <p>Play a range of music for your children to dance to.</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><b>Hey You!</b>  March in time with the pulse.  Copy and clap back rhythms  Clap back the rhythm of your name  Make your own rhythm  Rap and sing 'Hey You!'</p> <p><b>Rhythm in the way we walk</b>  March in time with the pulse  Imitate animal actions to the pulse  Copy and clap back rhythms  Clap the rhythm of your favourite colour  Make up your own rhythm  Understand the pitch  Participate in a class performance</p>	<p>Practise finding the pulse to different songs that you hear</p> <p>Practise singing different songs at home and playing musical instruments, if you have them.</p>
<p>Life to the Full</p>	<p>Created and Loved by God  KS1 Module</p> <p>One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p>	<p>Explore videos on the trinity such as this:  <a href="https://www.youtube.com/watch?v=z3V1P-RdvKs">https://www.youtube.com/watch?v=z3V1P-RdvKs</a></p> <p>Watch the video below to see the story of Jairus' daughter:  <a href="https://www.youtube.com/watch?v=MGJ0TKRTEFI">https://www.youtube.com/watch?v=MGJ0TKRTEFI</a></p>

<p>Exciting and engaging learning opportunities:</p>	<p>Details of home learning project:</p>
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<p>Opportunities to role play different characters from the texts that we are learning about.</p> <p>A class visit the The Birmingham Falconry and Owl Sanctuary.</p> <p>Visit a local supermarket to see a range of different fruit and vegetables.</p>	<p>Create a poster with lots of information about wildlife.</p> <p>Research your own famous nurse or doctor from the past.</p>
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