



## YEAR 1 CURRICULUM PLAN

Autumn Term 2023

This term Year 1 children will be learning about:

	<b>AUTUMN 1 – Animal Kingdom</b>	<b>AUTUMN 2 – Traditional Tales</b>
<b>ENGLISH</b>	<p><b>Power of Reading: (Word reading / Comprehension)</b></p> <ul style="list-style-type: none"> <li>• listen to, discuss and express views about books</li> <li>• discuss the significance of the title and events</li> <li>• link what they hear or read to own experiences and explain their understanding of what is read;</li> <li>• discuss favourite words and phrases;</li> <li>• answer and ask questions;</li> </ul> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>• ‘Tell Me’ responses</li> <li>• Character descriptions</li> <li>• A plan to find gold – simple instructions</li> <li>• Writing a narrative sequence, retelling the story (identify beginning, middle and end);               <ul style="list-style-type: none"> <li>○ Punctuate sentences with a capital letter and a full stop</li> <li>○ Spelling some Year 1 Common Exception Words correctly</li> <li>○ Form lower case letters correctly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reading, analysing and writing traditional tales: Rapunzel, Three Little Pigs and Jack and the Beanstalk</li> <li>• Knowing and joining in with repetitive phrases when reading the stories</li> <li>• Knowing some features of traditional stories</li> <li>• Exploring characters and settings</li> <li>• Writing a series of simple sentences;               <ul style="list-style-type: none"> <li>○ Punctuate sentences with a capital letter and a full stop</li> <li>○ Spelling some Year 1 Common Exception Words correctly</li> <li>○ Form lower and upper case letters correctly</li> </ul> </li> </ul>
<b>MATHS</b>	<ul style="list-style-type: none"> <li>• Place value within 10 including:               <ul style="list-style-type: none"> <li>○ Sorting and counting objects</li> <li>○ Recognising numbers as words</li> <li>○ Counting on from any number</li> <li>○ 1 more and 1 less</li> <li>○ Counting backwards</li> <li>○ Comparing groups and numbers</li> <li>○ Fewer, more and less</li> <li>○ Greater than, less than and equal to</li> <li>○ Ordering objects and numbers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Addition and subtraction within 10/20 including:               <ul style="list-style-type: none"> <li>○ Using a part-whole model</li> <li>○ Writing number sentences</li> <li>○ Fact families</li> <li>○ Number bonds</li> <li>○ Adding together and adding more</li> <li>○ Subtracting by finding a part and by taking away</li> <li>○ Subtracting on a number line</li> </ul> </li> </ul>



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	<ul style="list-style-type: none"> <li>○ Using a number line</li> </ul>	<ul style="list-style-type: none"> <li>○ Adding 1 and 2</li> <li>● Geometry and shape</li> <li>● Recognise and name 2d and 3d shapes</li> <li>● Sort 2d and 3d shapes</li> <li>● Patterns with 2d and 3d shapes</li> </ul>
<b>SCIENCE</b>	<p><b>ANIMALS AND HUMANS</b></p> <ul style="list-style-type: none"> <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> <li>● Identify and name a variety of common animals including fish, birds and mammals</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>● Name and compare different types of materials</li> <li>● Test best material for making clothing, a tower and houses – such as which is the best material to build a house, linked to the Three Little Pigs story.</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>● Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</li> <li>● Compare UK with a non-European country</li> <li>● Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>● Go on a local walk to identify human and physical geography of the area and local landmarks</li> </ul>
<b>HISTORY</b>		<ul style="list-style-type: none"> <li>● Local walk/field trip comparing parts of Peterborough from the past and present.</li> <li>● Comparing and contrasting clothing and objects from the past</li> <li>● History of Peterborough/School. Compare houses/buildings from the past and present.</li> </ul>
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>● Change text size, font colour and font style</li> <li>● Photos of seasonal changes</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Use a digital camera or video recorder to take a video</li> <li>• Use a sound recorder to record and playback a sound</li> <li>• Explain what an algorithm is</li> <li>• Use algorithms to make a floor robot move</li> </ul>	
<b>ART</b>	<p>Draw Self-portraits (sketching skills);</p> <ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p>Create a treasure map and a sea monster (linked to Power of Reading text studied);</p> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and shared ideas and experiences and imagination</li> </ul> <p>Steven Brown animal paintings;</p> <ul style="list-style-type: none"> <li>• Learn about the work of an artist or craft maker</li> </ul>	<p>Learn some basic sewing techniques;</p> <ul style="list-style-type: none"> <li>• Use a range of materials, components, construction kits, textiles and mechanical products.</li> <li>• To use a range of materials creatively to design and make products</li> </ul>
<b>DESIGN TECHNOLOGY</b>		<p>Make and measure Rapunzel towers;</p> <ul style="list-style-type: none"> <li>• Begin to make their design using appropriate techniques.</li> <li>• Select from a range of tools and materials</li> <li>• Explore using tools safely <i>e.g. scissors, a hole punch.</i></li> <li>• Begin to assemble, join and combine materials together using a variety of temporary methods <i>e.g. glues or masking</i></li> <li>• Use a range of materials, components, construction kits, textiles and mechanical products.</li> </ul> <p>Make model houses from different materials;</p>



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		<ul style="list-style-type: none"> <li>• Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Perform simple tests on the suitability of a material (science link)</li> </ul>
<b>MUSIC</b>	<p>Call and response songs;  <b>Children use their voices to:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant together</li> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> </ul> <p><b>Exploring (using Charanga, begin to learn the 'dimensions of music'):</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice and hands (<i>timbre</i>)</li> <li>• High and low sounds (<i>pitch</i>)</li> <li>• Long and short sounds (<i>duration</i>)</li> <li>• Loud and quiet sounds (<i>dynamic</i>)</li> <li>• Fast and slow sounds (<i>tempo</i>)</li> </ul>	<p>Christmas Performance;  <b>Children use their voices to:</b></p> <ul style="list-style-type: none"> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Co-ordinate actions to go with a song</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and move in time to its steady beat</li> </ul> <p>Respond to music through dance (PE link)</p>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Multi skills</li> <li>• Ball throwing</li> <li>• Hockey</li> <li>• Bat and ball</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Creating a gymnastic sequence with balances</li> <li>• Point and patch balances</li> </ul>
<b>PSHE</b>	<p><b>Relationships – Beginning and Belonging</b></p> <ul style="list-style-type: none"> <li>• Do I understand simple ways to help my school feel like a safe, happy place?</li> <li>• Can I follow class rules?</li> </ul>	<p><b>Myself and My Relationships – Family and Friends</b></p> <p>Can I describe what a good friend is and does and how it feels to be friends? Why is telling the truth important?</p>



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	<p><b>Myself and My Relationships – Me and My Emotions (ME)</b></p> <ul style="list-style-type: none"> <li>• What am I good at and what is special about me?</li> <li>• How can I stand up for myself?</li> </ul>	<p>What skills do I need to choose, make and develop friendships?          How might friendships go wrong, and how does it feel?          How can I try to mend friendships?          What is my personal space and how do I talk about it?          Who is in my family and how do we care for each other?          Who are my special people, why are they special and how do they support me</p>
<b>RE</b>	<ul style="list-style-type: none"> <li>• What is important for Jewish people?</li> <li>• Learning about Rosh Hashanah - Jewish New Year 15<sup>th</sup> September</li> </ul>	<ul style="list-style-type: none"> <li>• Why is light an important symbol for different religions? (Diwali, Hanukkah, Advent)</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Sharing Smiles (Oral Hygiene)</li> <li>• Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Café: 16<sup>th</sup> November</li> <li>• Remembrance Day</li> <li>• Anti Bullying Week</li> <li>• Grandparents Day</li> <li>• Christmas Bake Off</li> <li>• Christmas Concert</li> </ul>