



YEAR 1 CURRICULUM PLAN

Autumn Term 2024

This term Year 1 children will be learning about:

	AUTUMN 1 – Julia Donaldson & Traditional Tales	AUTUMN 2 – Castles and Knights
ENGLISH	<p>Power of Reading: (Word reading / Comprehension)</p> <ul style="list-style-type: none"> • listen to, discuss and express views about books • discuss the significance of the title and events • link what they hear or read to own experiences and explain their understanding of what is read; • discuss favourite words and phrases; • Knowing and joining in with repetitive phrases when reading the stories; • Knowing some features of traditional stories • answer and ask questions; <p>Writing Outcomes include:</p> <ul style="list-style-type: none"> • Character descriptions • Writing a narrative sequence, retelling the story (identify beginning, middle and end); • Punctuate sentences with a capital letter and a full stop • Spelling some Year 1 Common Exception Words correctly • Form lower case letters correctly 	<ul style="list-style-type: none"> • Reading, analysing and writing texts based on: Rapunzel, How to Find Gold, Winter Sleep, Dragon stories • Exploring characters and settings • Writing a series of simple sentences; <ul style="list-style-type: none"> ○ Punctuate sentences with a capital letter and a full stop ○ Spelling some Year 1 Common Exception Words correctly ○ Form lower and upper case letters correctly
MATHS	<ul style="list-style-type: none"> • Place value within 10 including: <ul style="list-style-type: none"> ○ Sorting and counting objects ○ Recognising numbers as words ○ Counting on from any number ○ 1 more and 1 less ○ Counting backwards ○ Comparing groups and numbers 	<ul style="list-style-type: none"> • Addition and subtraction within 10/20 including: <ul style="list-style-type: none"> ○ Using a part-whole model ○ Writing number sentences ○ Fact families ○ Number bonds ○ Adding together and adding more



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	<ul style="list-style-type: none">○ Fewer, more and less○ Greater than, less than and equal to○ Ordering objects and numbers○ Using a number line	<ul style="list-style-type: none">○ Subtracting by finding a part and by taking away○ Subtracting on a number line○ Adding 1 and 2● Geometry and shape● Recognise and name 2d and 3d shapes● Sort 2d and 3d shapes● Patterns with 2d and 3d shapes
SCIENCE	<p>ANIMALS AND HUMANS</p> <ul style="list-style-type: none">● identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Seasonal changes</p> <ul style="list-style-type: none">● observe changes across the 4 seasons <p>Everyday materials</p> <ul style="list-style-type: none">● distinguish between an object and the material from which it is made● identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock● describe the simple physical properties of a variety of everyday materials● compare and group together a variety of everyday materials on the basis of their simple physical properties	<p>Seasonal changes</p> <ul style="list-style-type: none">● observe changes across the 4 seasons <p>Everyday materials</p> <ul style="list-style-type: none">● distinguish between an object and the material from which it is made● identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock● describe the simple physical properties of a variety of everyday materials● compare and group together a variety of everyday materials on the basis of their simple physical properties



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GEOGRAPHY	<ul style="list-style-type: none">• Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.• Compare UK with a non-European country• 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	<ul style="list-style-type: none">• Go on a local walk to identify human and physical geography of the area and local landmarks
HISTORY	<ul style="list-style-type: none">• Local walk/field trip comparing parts of Peterborough from the past and present.• Explore artefacts in provision, link to the 5 senses	<ul style="list-style-type: none">• Comparing and contrasting clothing and objects from the past• History of Peterborough/School. Compare houses/buildings from the past and present.
COMPUTING	<ul style="list-style-type: none">• Internet Safety• Brewster Avenue Computing Rules• How to log on and use a program on the laptops	<ul style="list-style-type: none">• Change text size, font colour and font style• Digital art / painting• Photos of seasonal changes• Explain what an algorithm is• Use algorithms to make a floor robot move
ART	<ul style="list-style-type: none">• Gruffalo sketching:<ul style="list-style-type: none">○ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space○ To use drawing, painting and sculpture to develop and shared ideas and experiences and imagination	
DESIGN TECHNOLOGY	<ul style="list-style-type: none">• Gruffalo puppets• Make Three Little Pigs houses – link to materials<ul style="list-style-type: none">○ Begin to make their design using appropriate techniques.	<ul style="list-style-type: none">• Rapunzel mechanism – slider• Construct a castle/building



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	<ul style="list-style-type: none"> ○ Select from a range of tools and materials ○ Explore using tools safely <i>e.g. scissors, a hole punch.</i> ○ Begin to assemble, join and combine materials together using a variety of temporary methods <i>e.g. glues or masking</i> ○ Perform simple tests on the suitability of a material <p><u>Food & Nutrition</u></p> <ul style="list-style-type: none"> ● Apple and honey (RE link, Rosh Hashanah) ● Apples, pears and blackberries (Gruffalo crumble and Harvest) 	<ul style="list-style-type: none"> ○ Begin to build structures, exploring how they can be made stronger, stiffer and more stable. ○ Use a range of materials, components, construction kits, textiles and mechanical products. <p><u>Food & Nutrition</u></p> <ul style="list-style-type: none"> ● Food and celebrations (Christmas, Hanukah, Diwali)
<p>MUSIC</p>	<p>Call and response songs;</p> <p>Children use their voices to:</p> <ul style="list-style-type: none"> ● Speak and chant together ● Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) ● Sing in time to a steady beat ● Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing <p>Exploring (using Charanga, begin to learn the 'dimensions of music'):</p> <ul style="list-style-type: none"> ● Different sounds made by the voice and hands (<i>timbre</i>) ● High and low sounds (<i>pitch</i>) ● Long and short sounds (<i>duration</i>) ● Loud and quiet sounds (<i>dynamic</i>) 	<p>Christmas Performance;</p> <p>Children use their voices to:</p> <ul style="list-style-type: none"> ● Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) ● Co-ordinate actions to go with a song <p>Listening:</p> <ul style="list-style-type: none"> ● Listen to a piece of music and move in time to its steady beat <p>Respond to music through dance (PE link)</p>



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	<ul style="list-style-type: none"> Fast and slow sounds (<i>tempo</i>) 	
PE	<ul style="list-style-type: none"> Multi skills Ball throwing Hopping Hockey Bat and ball 	<ul style="list-style-type: none"> Gymnastics Creating a gymnastic sequence with balances Point and patch balances
PSHE	<p>Relationships – Beginning and Belonging</p> <ul style="list-style-type: none"> Do I understand simple ways to help my school feel like a safe, happy place? Can I follow class rules? <p>Myself and My Relationships – Me and My Emotions (ME)</p> <ul style="list-style-type: none"> What am I good at and what is special about me? How can I stand up for myself? 	<p>Myself and My Relationships – Family and Friends</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? 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>
RE	<p>What does Harvest mean to people of different faiths?</p> <ul style="list-style-type: none"> Sukkot (Jerusalem, Israel) Harvest Festival, (UK) Lamma (Scotland) Pangol (Tamil, India) Thanksgiving (USA, Canada) 	<ul style="list-style-type: none"> Why is light an important symbol for different religions? (Diwali, Hanukkah, Advent)
Other	<ul style="list-style-type: none"> Museum trip Harvest Festival 	<ul style="list-style-type: none"> Parent Café Remembrance Day Anti Bullying Week Christmas Concert