

Year One Autumn Term – The New Curriculum Overview 2016

| SUBJECT | 1 st Half Term | 2 nd Half Term |
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| English Writing | <p><u>Stories in familiar settings & stories with repeating patterns including</u> Knuffle Bunny by Mo Willems Harvey Slumfenburger by John Burningham The children will use the story of 'Harvey Slumfenburger' as the basis to create individual sentences using a set pattern, focusing particularly on writing in clearly organised sentences. While the story of 'Knuffle Bunny' will inspire the class to write a story about their favourite soft toy. Handwriting skills will concentrate on forming upper & lower case letters correctly using an appropriate, controlled pencil grip. Grammar and Punctuation work will begin to focus on the leaving of spaces between words & the use of capital letters for the names of people, places, and days of the week. The children will begin to explore the uses of adjectives in written text.</p> <p><u>Labels, lists and signs including:</u> Not a stick by Antoinette Portis Imagination & mystery are the key to engaging children in writing lists & designing signs. The children will learn about the features of labels & lists, descriptive writing & will design 'Wanted' posters for story characters. The children will become writing detectives & find information from other people's work. Grammar and Punctuation work will focus on the leaving of spaces between words & the use of capital letters for the names of people, places, and days of the week. The children will begin to explore the uses of adjectives in written text.</p> | <p><u>Poems with Pattern and Rhyme including</u> Dear Zoo by Rod Campbell The Sound Collector by Roger McGough This half term we will be supporting the children in discussing humorous poems & encouraging them to adapt a familiar poem to create their own versions. The children will take part in chanting poems & compose their own verses to poems that include repetition. Handwriting skills will concentrate on forming upper & lower case letters, the use of capital letters for names & to start sentences. Grammar and Punctuation work will continue to focus on the leaving of spaces between words & the use of capital letters for the names of people, places, and days of the week. The children will begin to use adjectives in their own written text.</p> <p><u>Information Texts</u> The children will be using simple information texts to find out all about machines and what they can do. They will begin to learn about the structure of non-fiction texts and how they are different to fiction. As a class we will devise a fantasy vehicle and write labels and captions to describe it. Grammar and Punctuation work will continue to focus on the leaving of spaces between words & the use of capital letters for the names of people, places, and days of the week. The children will begin to use adjectives in their own written text.</p> |
| English Reading | <p><u>Phonics teaching for Reading and Spelling</u> will progress from the use of familiar consonant digraphs such as 'th' & 'ch' to more complex vowel digraphs including 'igh'. Blending strategies will be taught to develop reading proficiency while segmentation techniques will be taught to support spelling for writing.</p> <p><u>Independent Reading</u> The children will continue to progress through our structured reading scheme following their own individualised path. They will build up their own sight vocabulary or immediately recognised words and put their phonics skills into action in order to decode unfamiliar vocabulary. As the children become more proficient & fluent, expression will be encouraged and comprehension skills developed. The children will read a selection of fiction and non fiction literature suitable for their age and ability.</p> <p><u>Guided Reading</u> The children will be introduced to different genres to suit their reading ability, including: traditional stories and poetry with a repetitive pattern.</p> | |

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| Mathematics | <p><u>Key skills for this term:</u></p> <p>Number and Place Value Read, write, order and compare numbers to at least 30. Understand place value in teen numbers. Say ordinal numbers up to at least 20 (1st, 2nd, 3rd).</p> <p>Addition and Subtraction Find pairs of numbers that add together to make totals up to 10. Find missing numbers in number sentences with totals up to 10. Say the number that is one less than an original number.</p> <p>Multiplication and Division Begin counting in patterns of 2, 5 & 10.</p> <p>Measurement Compare lengths or heights using direct comparison.</p> <p>These skills will be taught separately. However, the children will be given opportunities to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving problems. They will also apply their mathematical knowledge to science and other subjects.</p> | <p>Measurement Compare and measure lengths or heights using non-standard uniform units.</p> <p>Geometry Recognise, name and describe squares, rectangles, circles and triangles. Sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams. Describe position, direction and movements including half turns, using common words.</p> <p>Money Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p.</p> |
| Science | <p><u>Biology - Animals including humans</u> As part of our focus on working scientifically, the children will be developing their identifying and classifying skills in this project. The children will also be asked to name significant parts of their body & to draw the human body in approximate proportion and label it correctly. They will learn to name the basic body parts of animals other than humans and explain that some animal parts have a different name from the equivalent human part. The children will name and explore the five senses. They will learn to explain which part of their body is associated with each sense & discuss the importance of our senses. The children will name animals & birds found in the local environment and then sort animals using a simple diagram.</p> | |
| PSHE | <p><u>New beginnings</u> – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to empathy, self-awareness, motivation and social skills.</p> | <p><u>Getting on and falling out</u> - The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to managing feelings, empathy and social skills.</p> <p><u>Say no to bullying</u> (Anti-Bullying Week) will allow a focus on empathy, self-awareness and social skills.</p> |
| RE | <p><u>Celebrations - Christianity, Judaism, Hinduism & Islam</u> During the Autumn Term the children will build on their knowledge of Christianity and gain awareness of other World Faiths such as Judaism & Islam through the exploration of festivals. The children will learn why harvest time and Christmas are both important to Christians. They will also find out what happens during the Jewish celebration of Sukkot and celebrate Diwali in the Hindu tradition.</p> | |
| History or Geography | <p><u>Investigating toys from the past - History</u> During this history topic the children will learn to examine toys as historical objects, treating them as artefacts & using specific history language to describe their special features. They will be encouraged to examine what their parents' and grandparents' toys were like & then contrast them with contemporary examples, highlighting their similarities and differences. The children will also learn the skills to decide whether an object is old or new and highlight characteristics of old and new objects. During the commemoration of Black History month the children will participate in a range of special activities which explore this exciting aspect of World history.</p> | |

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| Art & Design | <p><u>Line, colour and texture</u> The children will begin their art project by looking at different buildings in our local area. They will be asked to record what they see from first hand observation through the drawing of sketches and by taking simple wax rubbings. The class will be encouraged to examine & talk about the similarities and differences of surface textures used in the buildings they have studied. We will seek to identify the different shades in the buildings' colours and to use paint mixing to recreate them in an image. These images will be adapted through printing techniques to create a printed design. Finally the 2D images will be developed into 3D relief sculptures through the use of clay modelling to create a decorative tile.</p> | |
| Design & Technology | <p><u>Food - Baking bread</u> The children will learn how to undertake simple food preparation techniques using familiar kitchen tools and cooking equipment. They will explore ways of combining different components/ingredients to create simple food products such as bread for a particular purpose. In doing this the children will develop their making skills by learning how to adapt & change ingredients according to taste, appearance or texture to create products that contributes to a healthy diet. Through this activity children will develop an awareness of health and safety processes and learn that the quality of a finished product depends on how well it is made and presented.</p> | |
| Music | <p><u>Exploring Duration</u> This topic develops the children's ability to listen carefully to & recognise different sound sources. It will also give them the opportunity to explore making different sounds through singing, both individually and as part of a group. The class will be shown how to make sound with instruments. When handling these special musical tools the children will be taught how to play them with care & control.</p> | <p><u>Nativity Play - Ongoing skills</u> The children will be encouraged to sing confidently in tune with a growing awareness of clear diction. They will be taught to identify where to place emphasis and accents in a song to create the intended effects. They will be asked to perform familiar songs & carols from memory with confidence and with a simple understanding of the meaning the words.</p> |
| PE | <p><u>Gymnastics</u> Through this term's gymnastics activities the children will be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. During PE lessons the importance of being active will be a recurring theme, with the need to prepare the body for exercise or activity being taught during the warm up element. Within sessions the children will be encouraged to recognise and describe how their bodies feel during activities - for example describing the rhythms of their heart beat, their body temperature or level of breathing.</p> | |
| Computing | <p><u>Creating, storing & retrieving simple digital content</u> The children will explore the way information is communicated today through both traditional written forms & digital media along with sound extracts and visual imagery. They will use computer software, such as word processors and graphics programs to create their own written and visual digital content. The children will also be taught that computer systems enable us to store digital content. In doing so the children will discover how to save/retrieve their own work documents as named personal files and in doing so will start to develop a familiarity with the computer keyboard and other ways of inputting information such as the mouse tool or touch pad.</p> | |