

Year One Curriculum Information

Autumn Term

<p>English</p>	<p>Range of texts</p> <p>Children will link what they read through their own experiences through a range of fiction and non-fiction books as well as a range of poetry. They will discuss ne word meanings and think how the writer makes the book exciting. They will identify rhyme patterns and will predict what will happen next. They will demonstrate their understanding of the story through retelling, imagining and exploring ideas. The children will create their own story maps in order to retell the story and create their own stories by orally composing sentences then writing sentences that form short narratives. They will practise asking questions and understand the punctuation needed in order to understand how a character is feeling. Children will begin to use inference to fully understand a story and will use the evidence in the book to help them recall key events of the story. The children will participate in discussions, performances and debates about the story. The children will begin to understand poetic features and will experiment with sounds effects. They will join in with repeated phrases and predictable parts of poems and stories. Children will use feelings words to describe different parts of the text and will use drama to interpret the poem. They will practise and perform poetry to help them prepare their own writing.</p> <p>Vocabulary, spelling, punctuation and grammar</p> <p>To leave spaces between words To join words and joining clauses using and To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use a capital letter for names of people, places the days of the week and the personal pronoun I Regular plural noun suffixes-s or -es Suffixes that can be added to verbs where no change is needed in the spelling of root words -helping, helped, helper How the prefix un changes the meaning of verbs and adjectives-unkind,untie</p>
<p>Mathematics</p>	<p>Number and Place Value</p> <p>Children will learn to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. They will count, read and write numbers to 100 in numerals, read and write numbers from 1 to 20 in numerals and words. Children will 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. When given a number they will be able to identify one more and one less. Children will read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs, represent and use number bonds and related subtraction facts within 20 and add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Addition and Subtraction</p> <p>Children will read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals signs (=). They will represent and use number bonds and the related subtraction facts within 20. They will learn to add and subtract 1-digit and 2-digit numbers including zero. They will continue to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. They will count, read and write numbers to 100 in numerals, read and write numbers from 1 to 20 in numerals and words and will identify 1 more and 1 less than any number</p>
<p>Science</p>	<p>Parts of animals</p> <p>We will learn about our senses and how to use them to describe the world. We will identify and name the basic external parts of the human body and recognise the functions of some body parts, including the sense organs, describe and compare common animals, recognise and name a variety of animals and their body parts, construct and label a map of the human body and will draw comparisons between human and animal body parts. We will consider how to treat other people and living things with care and respect.</p> <p>Seasons</p> <p>The children will learn that there are four seasons, the names for these seasons and that there are differences between them. They will identify and design weather symbols for the different types of weather they are likely to experience across the seasons. Working scientifically, children will make observations and measurements over time throughout the seasons including day length, temperature, rain/snow fall, wind strength, cloud conditions and the accompanying changes to plants and animals in their local environment. They will describe and record their findings and compare them across the seasons.</p>
<p>History</p>	<p>What was life like when our grandparents were children?</p> <p>Children will explore similarities and differences between their own lives and those of their grandparents growing up. They will find out about life during the 1960s and will look at how home life, school and toys are similar or different.</p>
<p>Computing</p>	<p>Producing a talking poster, advert or leaflet and Factfile Powerpoint</p> <p>We will create several different documents that will present information about our topic. We will produce a digital book that will include posters made in Pic Collage; a talking photograph</p>

	<p>made in Photospeak and facts and images about the topic.</p> <p><u>Creating digital art and talking collages</u></p> <p>We will create digital artefacts including drawing and combining text and images in a collage and narrating a talking picture using photostory3.</p>
Geography	<p><u>Where are we? What's great about Old Swan? What would we show a visitor to Old Swan?</u></p> <p>Children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps.</p>
Technology	<p><u>Wheels and Axles</u></p> <p>Children will explore and use wheels, axles and axle holders and will be able to distinguish between fixed and freely moving axles. They will generate an idea from their own experiences and will develop their ideas through drawing and mock-ups. Children will be able to select and use a range of tools and equipment to cut and join and will select and use a range of materials and components e.g. paper, card, plastic and wood. They will explore and evaluate a range of products with wheels and axles and evaluate own product against original criteria</p>
Art	<p><u>Drawing</u></p> <p>We will explore mark making with 4b and 6b pencils & pastels and find out how many different marks can be made and will attempt different patterns and textures and encourage them to talk about marks that they have made. We will look at creating a self-portrait and link these to the work of Henri Matisse. We use a range of different media to draw different types of self-portraits.</p>
Music	<p><u>Tempo</u></p> <p>We will be exploring tempo using singing and through the trumpet. We will be introduced to fast and slow in various types of music and about tempo in our voice. We will begin to understand pulse and measuring by feeling the beat. We will begin to describe accurately changes in tempo. We will learn how to describe and link music to our environment. We will be able to spot tempo changes and begin to build up confidence in performance. We will continue to develop our listening and performing skills.</p>
P.E.	<p><u>Multi Skills</u></p> <p>Children will learn to move fluently, changing direction and speed easily and avoiding collisions, recognise space in their games, show control and accuracy with the basic actions for underarm throwing and kicking, show control and accuracy with the basic actions for rolling and throwing, understand the concepts of aiming and taking the ball to a good position for aiming, understand the concept of tracking, and get in line with the ball to receive it</p>
R.E.	<p><u>Harvest around the World</u></p> <p>Children will explore where our food comes from and understand how Christian charities help others around the world. They will find out the differences and similarities of Harvest through the Jewish Sukkot</p> <p><u>God and Creation</u></p> <p>Children know that Christians believe that God created the World and that we should take care of it. Understand that the creation is the beginning of the Bible. Link to their own creativity.</p>
PSHE	<p><u>Health and Well Being</u></p> <p>Children will find out about healthy eating and will design a healthy meal for a school lunch. They will understand about personal hygiene and why it is important.</p> <p><u>Drug and Alcohol Lessons</u></p> <p>Children will continue to recognize what keeps healthy and will understand how medicines are used and who gives us them.</p> <p><u>Anti-Bullying</u></p> <p>Children will learn about bullying through different lessons to help them understand what a bully is and how we can help each other.</p>
<p>Please do not hesitate to contact any member of Year 1 staff if you have any concerns or queries. Thank you for your support.</p>	