

## Year 1 Curriculum Overview Cycle B, Autumn 1 2024

Reading	Writing	Maths	Science	History
<p><b>Texts:</b> Room on the Broom by Julia Donaldson Six Dinner Sid by Inga Moore The Giant Jam Sandwich by Janet Burroway and John Vernon Lord Elmer by David Mckee Tiddler by Julia Donaldson Burglar Bill by Janet and Allan Ahlberg</p> <p><b>Key Learning:</b> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words that have been taught, noting unusual correspondences between spelling and sound and</p>	<p><b>Text:</b> Rapunzel by Bethan Woollvin <b>Purpose:</b> Entertain <b>Audience:</b> Children <b>Form:</b> Narrative <b>Outcome:</b> Story sentences</p> <p><b>Key Learning:</b> Say out loud what they are going to write about Have an awareness that ideas can be organised into a sequence Compose a sentence orally before writing it Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary Leave spaces between words Use capital letter for names Begin to punctuate sentences using a capital letter and a full stop Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p><i>The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.</i></p> <p>Count to at least 50 forwards, beginning with 1 and backwards from 10 . Count in 10s to 50 . Given a number, identify one more and one less by counting out objects and reducing the group by one. Identify and represent numbers using objects, mathematical manipulatives and pictorial representations. Read numbers from 1 to 20 in numerals. Introduce the number-line with practical objects to develop understanding of how numbers relate to one another and to support ordering. Make collections of 10, 20 and 30 objects. Order numbers up to 30 starting from any number between 1 and 10. Use a context to solve problems involving one more and one less Use the language of one more than 6 is 7; one less than 7 is 6.</p>	<p><b>Enquiry Question:</b> What is growing around us?</p> <p><b>Key Learning:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Skills:</b> Observe plants and record observations. Identify different types of plant. Compare plants and describe them. Sort plants in different ways.</p>	<p><b>Enquiry Question:</b> How have boats changed over time?</p> <p><b>Key Learning:</b> Begin to understand and use a range of time terms. Begin to identify and recount some details from the past (pictures, artefacts). Show knowledge and understanding about the key features of events and the past in different ways (including; role play, drawing, writing, talking). Begin to ask simple questions and produce answers to a few historical enquiries using historical terminology through (e.g. plan, research, present). Identify some similarities and differences and changes between ways of life in different periods.</p>

<p>where these occur in the word.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Understand both the books they can already read accurately and fluently, and those they listen to.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.</p> <p>Ask questions and express opinions about main events and characters in stories.</p> <p>Recognise and join in with predictable phrases.</p>	<p><b>Text:</b> That Rabbit Belongs to Emily Brown by Cressida Cowell</p> <p><b>Purpose:</b> describe/retell</p> <p><b>Audience:</b> The queen</p> <p><b>Form:</b> Labelling/descriptive sentences</p> <p><b>Outcome:</b> Retell</p> <p><b>Key learning:</b>  Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary.  Leave spaces between words.  Use capital letter for names.  Begin to punctuate sentences using a capital letter and a full stop.  Write a simple sentence starting with a noun/proper noun.</p> <p><b>Text:</b> What Is Pink? (poem) – Christina Rossetti</p> <p><b>Purpose:</b> entertain/describe</p> <p><b>Audience:</b> Other children</p> <p><b>Form:</b> Poetry</p> <p><b>Outcome:</b> Descriptive sentences in the form of a colour poem</p> <p><b>Key Learning:</b></p>	<p>Sequence events in chronological order using language such as before and after, next and first</p> <p>Partition 5 into two parts in different ways using concrete objects (e.g.2-coloured counters or 2-coloured multi-link bars).  Record pictorially.  Recognise and know the value of different denominations of coins e.g.1p and 10p coins - Including £10 notes for counting in 10s.  Sort coins into different types.  Note what is the same and what is different.  Put pennies on a number-line and step-count.  Compare and describe lengths and heights using non-standard units.  Use comparative language long/short; longer/shorter; tall/short; double/half.  Partition 5,6 and 7 into two parts in different ways using concrete objects.  Use a context to problem-solve with number bonds to 5,6 and 7  Record partitions using part-whole diagrams alongside number sentences.  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>		
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	<p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Write a simple sentence starting with a noun/proper noun.</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Spell words containing each of the 40+ phonemes already taught.</p>			
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RE	PSHE	DT	Computing	Music	PE
<p><b>Concept: Special</b></p> <p><b>Theme/Unit:</b> Christianity –</p> <p><b>Creation:</b> Who Made the World?</p> <p><b>Key Learning</b> Understand the meaning of 'special' and what is special to them. Know about different types of creation and the creators responsible. Know the Christian creation story. Know that Christians show thanks to God for His creation and explore ways in which they show thankfulness e.g. Harvest Festival. Identify what they are thankful for and how they can show that.</p>	<p><b>Unit:</b> Me and My Relationships</p> <p><b>Key Learning:</b> Suggest actions that will contribute positively to the life of the classroom. Take part in creating and agreeing classroom rules. Use a range of words to describe feelings. Recognise that people have different ways of expressing their feelings. Identify helpful ways of responding to others' feelings. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two. Identify situations as incidents either of teasing or of bullying. Understand, describe and rehearse strategies for dealing with bullying.</p>	<p><b>Enquiry Question:</b> How do you make a smoothie?</p> <p><b>Key Learning:</b> Experience of common fruit and vegetables. Undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables Using appropriate utensils. Design appealing products for a particular user based on simple design criteria. Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour,</p>	<p><b>Enquiry Question:</b> What technology is around us and how can we use it?</p> <p><b>Key Learning:</b> Identify examples and uses of technology. Explain where to go for help when they have concerns about content or contact when online. Identify a computer and its main parts. Switch on and log into a computer. Use a mouse to click and drag, open a program and create a picture. Use a keyboard to type on a computer and to edit text. Open work from a file and save work to a file. Create rules for using technology responsibly.</p> <p><b>Enquiry Question:</b> How can we use a computer to create digital writing?</p> <p><b>Key Learning:</b> Open a word processor Recognise keys on a keyboard</p>	<p><b>Unit:</b> The Three Bears</p> <p><b>Key Learning:</b> Pitch - Explore, respond to and recognise high, middle and low sounds.</p> <p><b>Key Skills:</b> <b>Playing -</b> Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand. <b>Rehearsing and performing -</b> Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform. <b>Notating -</b> Respond to and recognise signs, symbols and other basic graphic</p>	<p><b>Unit:</b> Dance</p> <p><b>Key Learning:</b> Remember, repeat and link actions to tell the story of a dance. Develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help stay in time with the music. Copy, remember and repeat actions using facial expressions to show different characters. Explore pathways and levels. Remember and rehearse a dance showing expression and character.</p> <p><b>Key Skills:</b> <b>Physical:</b> actions, dynamics, space, relationships <b>Social:</b> respect, collaboration, work safely, communication <b>Emotional:</b> independence,</p>

	<p>Recognise that friendship is a special kind of relationship. Identify some of the ways that good friends care for each other.</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).</p> <p>Explain where someone could get help if they were being upset by someone else's behaviour.</p>	<p>texture and taste to create a chosen product.</p> <p>Taste and evaluate a range of fruit and vegetables</p> <p>To determine the intended user's preferences.</p> <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the 'eat-well' plate.</p> <p>Know and use technical and sensory vocabulary relevant to the project.</p>	<p>Enter text into a computer</p> <p>Use letter, number, and space keys</p> <p>Use Backspace to remove text</p> <p>Identify that the look of text can be changed on a computer:</p> <p>Type capital letters</p> <p>Explain what the keys that I have already learnt about do</p> <p>Identify the toolbar and use bold, italic, and underline</p> <p>Make careful choices when changing text:</p> <p>Select a word by double-clicking</p> <p>Select all of the text by clicking and dragging</p> <p>Change the font</p> <p>Explain why I used the tools that I chose</p> <p>Explain the differences between typing and writing</p>	<p>notation including those illustrating the musical dimensions.</p> <p><b>Listening and responding -</b></p> <p>Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes us feel.</p> <p><b>Describing and discussing -</b></p> <p>Think and talk about sounds and music and how they make us feel.</p> <p>Use key words relating to the dimension of pitch e.g. pitch, high, middle, low.</p>	<p>confidence, perseverance, determination</p> <p><b>Thinking:</b> provide feedback, comprehension, reflection, observation, creativity</p> <p><b>Unit:</b> Gymnastics</p> <p><b>Key Learning:</b></p> <p>Perform gymnastic shapes and link them together.</p> <p>Use shapes to create balances.</p> <p>Link travelling actions and balances using apparatus.</p> <p>Demonstrate different shapes, take off and landings when performing jumps.</p> <p>Develop rolling and sequence building.</p> <p>Develop sequence work on apparatus.</p> <p><b>Key Skills:</b></p> <p><b>Physical:</b> shapes, balances, shape jumps, travelling movements, barrel roll.</p> <p><b>Social:</b> sharing, working safely</p>
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