



Year 1 Curriculum Overview Cycle B, Autumn 2 2024

Reading	Writing	Maths	Science	Geography
<p>Texts: Farmer Duck by Martin Waddell The Leaf Thief by Alice Hemming Five Minutes Peace by Jill Murphy Stick Man by Julia Donaldson One Snowy Night by Nick Butterworth The Snowflake by Benji Davies</p> <p>Key Learning: 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 where these occur in the word. Read aloud accurately books that are consistent with their</p>	<p>Text: The Queen's Hat by Steve Anthony Purpose: Retell/Inform Audience: Tourists in London Form: Diary/Information sentences Outcome: Sentences about London's landmarks/A diary from a day out in London</p> <p>Text: Stick Man by Julia Donaldson Purpose: retell Audience: Children Form: Narrative Outcome: Retelling of the story</p> <p>Key Learning: Spell words containing each of the 40+ phonemes already taught. Say out loud what they are going to write about. Discuss what they have written with the teacher or other pupils. Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary . Has an awareness that ideas can be organised into a sequence.</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>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 (+),</p>	<p>Enquiry Question: What is growing around us?</p> <p>Key Learning: 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>Skills: Observe plants and record observations. Identify different types of plant. Compare plants and describe them. Sort plants in different ways.</p>	<p>Enquiry Question: Where are we?</p> <p>Key Learning: Label a map of the world or their local area by creating their own or learnt symbols. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Explore and recognise the weather patterns of the UK, seasonal and daily.</p> <p>Skills: Use plan perspectives to recognise landmarks and basic human and physical features. Explore and use picture maps, globes and a simple atlas. Use the 4 point compass directions; North, East, South, West, and use directional language to describe location features.</p>

<p>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>Compose a sentence orally before writing it.</p> <p>Write a simple sentence starting with a noun/proper noun.</p> <p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Use capital letter for the personal pronoun 'I'</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Join words using 'and'</p> <p>Begin to punctuate sentences using a question mark.</p> <p>Write a simple sentence starting with a personal pronoun.</p>	<p>subtraction (-) and equals (=) signs .</p> <p>Count reliably in 2s.</p> <p>Link counting in 2s to grouping objects and to the pattern of numbers on a number-line</p> <p>Solve problems involving pairs of objects, groups of 2 using pictorial recording.</p> <p>Rehearse together the language of 'How many groups of 2 are there?' ~ 'There are 3 groups of 2'.</p> <p>Share objects equally by counting how many in each group.</p> <p>Recognise and name a half as one of two equal parts of a quantity.</p> <p>Recognise and name common 2D shapes including squares and circles.</p> <p>Recognise and name a half as one of two equal parts of a shape.</p>		
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RE	PSHE	Art	Computing	Music	PE
<p>Concept: Light</p> <p>Theme/Unit: Christianity – Advent: Light as a symbol</p> <p>Key Learning Understand 'light' and when it is present in our lives. Understand how light can make people feel. Know what 'symbol of light' means. Understand what the light of a Christingle means to a Christian. Know how the 'light of hope' is being spread by Christians in our community. Say why light is an important symbol for Christians.</p>	<p>Theme Unit: Celebrating Difference</p> <p>Key Learning: Identify some of the physical and non-physical differences and similarities between people Know and use words and phrases that show respect for other people Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group; Explain how it feels to be left out from a group. Identify groups they are part of Suggest and use strategies for helping someone who is feeling left out. Celebrating the difference in our class, the things about us that make us unique .</p>	<p>Enquiry Question: What is a portrait?</p> <p>Key Learning: Paint familiar objects applying mixing and matching skills Use tools to apply paint e.g. brushes. Mix primary colours to create secondary colours on a colour wheel Know the names of all primary and secondary colours. Explore lightening and darkening paint. Investigate tone and texture by drawing light/dark lines, patterns and shapes using a pencil e.g. by hatching, shading Start to record simple media explorations in a sketch book. Use a sketchbook to plan and develop simple ideas.</p>	<p>Enquiry question: How can we program an animation?</p> <p>Key Learning: Using Scratch Junior: Find and use the commands to move a sprite. Compare different programming tools. Show that a series of commands can be joined together. Use more than one command block by joining them together. Use a Start block in a program. Run their own program. Identify the effect of changing a value. Use a value in a program and say what happens. Know that each sprite has its own instructions. Show that a project can include more than one sprite. Add and delete a sprite. Add blocks to program more than one sprite. Design the parts of a project by choosing appropriate artwork and sprites.</p>	<p>Unit: Singing and performing</p> <p>Key Learning: Use voices expressively. Find a singing voice and begin to use their voice confidently. Explore singing fast and slow and changing speeds. Explore how to use the voice to create loud and quiet sounds. Use voices in different ways including singing, speaking and chanting to a steady beat. Explore how to make high and low sounds. Make and control fast and slow sounds, loud and quiet and high and low to create mood and show feelings. Find out how to sing with expression, confidence and creativity to an audience. Sing with a sense of awareness of pulse and control of rhythm.</p>	<p>Unit: Yoga</p> <p>Key Learning: Explore yoga and mindfulness. Copy and remember poses. Develop flexibility when holding poses. Develop balance when holding poses. Create yoga poses. Create a yoga flow with a partner.</p> <p>Unit: Ball Skills</p> <p>Key Learning: Roll a ball to hit a target. Develop co-ordination and be able to stop a rolling ball. Develop technique and control when dribbling a ball with the feet. Develop control and technique when kicking a ball. Develop co-ordination and technique when throwing and catching. Develop control and co-ordination when dribbling a ball with the hands.</p>

			<p>Decide how each sprite will move and create an algorithm for each sprite. Test and change programming blocks to modify an algorithm.</p>		
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