

Maths:

- Numbers to 10
- Part/whole within 10
- Addition and subtraction within 10

Number Bonds of 10

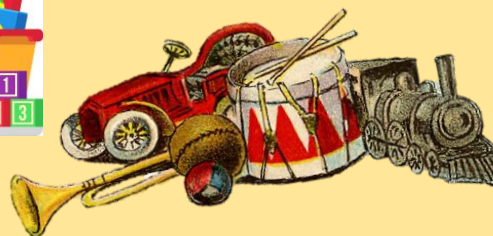


Skills: Building strong foundations in Maths -

- Sort and count objects to 10
- Count and write to 10
- Count backwards from 10 to 0
- Count one more and one less
- Compare and order numbers
- Learn to use a number line
- Use the part/whole model
- Find different ways to make a number
- Make number bonds
- Subitising
- Counting in 1's and 10's
- Odds and evens
- Become familiar with a 100 square
- Make numbers with tens frames, Numicon, Diennes

Inspirational Days!

Toy inspirational day- dress as a toy, explore Victorian toys.



Year 1
This is me!
Term: Autumn 1

Science:

- Health and Hygiene
- Introduction to the seasons
- Bread experiment.
- Create a tree diary to represent and observe the seasonal changes.



Skills-

- Identify, name and label different parts of the human body (CIL)
- Ask simple questions and observe closely using simple experiments.
- Understanding the importance and benefits of hygiene, healthy eating and exercise
- Observe seasonal changes across the 4 seasons.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- To describe the simple properties of a variety of everyday materials.

History:

- My toys and toys in the past
- Introduction to timelines

Skills-

- Chronological frameworks - An introduction to timelines and sequencing events
- Identify different sources we can use to find out about the past.
- Ask and answer simple questions.
- Compare two toys from different time periods, identifying similarities and differences.
- Use words and phrases relating to the passing of time.



English:

- Dogger- sequencing, sentences, labels
- The Little Red Hen, captions, lists, sentences, description, role play.
- Poetry- Seasons and senses

Shared reading-

Owl babies

Harvest (non fiction)

Rhino Readers

Skills: Building strong foundations in Reading & Writing-

- Listening and responding to adults and peers
- Participate in discussions, role play, & performances
- Compose a sentence orally
- Sentence structure (capital letters, full stops, finger spaces)
- Correct formation of letters
- Writing for a purpose (CIL - writing a list, recipes, diaries & messages, etc.)
- Sequencing events in a story / Creating Story Maps
- Sequencing sentences to write a simple story
- Apply phonic knowledge and skills as the route to decode and spell words
- Reading aloud accurately and with increased fluency
- Listen and discuss a wide range of stories

Personal, Social and Emotional Development:

- Families & Friendships
- Safe relationships
- Respecting ourselves and others
- NSPCC staying safe



Skills-

- Working collaboratively
- Recognising and managing feelings
- Seeing things from another's point of view
- Speaking and listening
- Understanding the importance of caring for each other
- To identify and respect the differences and similarities between people

Geography:

- Early morning discussions around the weather and seasons.

Skills-

- Identify seasonal and daily weather patterns in the United Kingdom.



RE:

- How Christians and Muslims give thanks for the fruitfulness of the Earth

Skills-

- Identify how Christians give thanks through Harvest festivals.
- Investigate how Muslims give thanks
- Developing religious vocabulary



Music:

- Parts of the body (linked to topic)
- Introduction to rhythm
- Body percussion

Skills-

- Rhythm & beat
- Call and response
- Listen with concentration to a range of high quality recordings.

CLAP! PAT! SNAP! **BODY PERCUSSION**



Art:

- Self-portrait
 - Picasso (surrealist)
 - Introduction to a range of media
- ### Skills-
- Exploring a range of art techniques (line, pattern, colour, texture, shape)
 - Size and spacing
 - Colour mixing
 - Learn about the works of a range of artists.



Computing:

- Consider esafe practice.
- Introducing Chrome books and Purple mash.

Skills-

- Introduction to using chrome books
- Learning to log in and use purple mash apps.
- Introduction to keyboard
- Keyboard skills (back space, delete)
- Printing
- Developing understanding of e-safety

Year 1 **This is me!** **Term: Autumn** **1**

PE:

- Multi skills
- Physical development in CIL

Skills-

- Skills of travel, send, receive, chase, avoid, dodge, control.
- Awareness of space and partner.
- Safety in PE
- Develop the basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination.



Design and Technology:

- Designing and making during Child initiated learning

Skills-

- Cutting
- Joining materials
- Design and evaluate



Adaptations of our curriculum:

- Pre-teaching of our new vocabulary
- Develop our articulation of ideas through oracy
- Adaptations including visual scaffolds, sentence starters, detailed modelling and word banks
- Revisiting key knowledge
- Opportunities to reinforce learning in Child Initiated Learning
- Visual Timetables

Local Links:

Harvest festival collection for the food bank



Global Learning Goals:

Life below water (Global Goal 14)