



Year One ~ Curriculum Overview

Autumn Term

Religious Education 	Our gospel virtues for this term are: Curious and Active This term's topics in RE will be: • Creation • Families and Celebrations • Prayer • Advent Prayers children will learn: Our Father Hail Mary
RSE ~ Life to the Full 	Module 1: Created and Loved by God Story Sessions: Handmade with Love Me, My Body and My Health: I am Unique, Girls and Boys, Clean & Healthy Emotional Wellbeing: Feelings, Likes and Dislikes, Feelings Inside Out and Super Susie Gets Angry Life Cycles: The cycle of life
English 	Read Write Inc. <i>Through our Read Write Inc. scheme, children will:</i> Reading: • Learning new sounds and consolidating previously learnt sounds and using these to read longer and unfamiliar words • Draw on background knowledge and use of inference skills to understand books they can already read. • Learning to read by sight (and develop spelling of) common words that they cannot sound out such as; where, there, friend etc. • Talk Through Stories: ➤ Story Week: Delve into a story! Exploring the language e.g. favourite phrases ➤ Vocabulary Week: Children develop an understanding of sophisticated vocabulary (Tier Two) and learn how to use these words in context. Writing: • Sequence sentences to form short narratives Grammar/Punctuation/Spelling: • Consolidating our knowledge of basic sentence punctuation (capital letters and full stops) alongside building an awareness of question marks and exclamation marks • Using conjunctions to link ideas in a sentence or move a story on • Using noun phrases for description • Begin to read and spell the Year One common exception words. Alongside this we will be focusing on using the correct letters to represent a sound.
Maths	Place Value within 10 <i>In this unit, children will learn to:</i> • Sort, count and represent objects from a larger group • Recognise numbers as words



- Count on from any number
- Know 1 more and 1 less
- Compare numbers using less than, greater than or equal to
- Count accurately along a number line

Addition and Subtraction

In this unit, children will learn to:

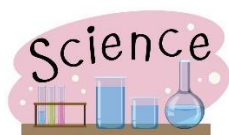
- Use the part-whole model
- Write number sentences
- Recall the number bonds to 10
- Add two 1-digit numbers
- Subtract a 1-digit number from a 1-digit number
- Subtract using a number line

Shape

In this unit, children will learn to:

- Recognise and name 3-D shapes
- Sort 3-D shapes
- Recognise and name 2-D shapes
- Sort 2-D shapes
- Patterns with 2-D and 3-D shapes

Science



The Human Body

By the end of this unit, children will learn that:

- We have five senses: sight, hearing, touch (feeling), taste, smell.
- Our eyes use light that enters the eye to enable us to see.
- Parts of the eye and what their purpose is.
- Sounds travel through our ears to send messages to our brain.
- Our senses help us to understand the world around us.
- Our senses send messages to our brains.
- Some people have problems with their senses
- I know my senses help me to understand the world around me.
- To identify, name, label and draw the basic parts of the human body.
- To identify and label parts of our body relating to our senses.

Animals and their needs

By the end of this unit, children will learn that:

- Common animal types: bird, fish, amphibian, reptile and mammal.
- Scientists group animals according to their features.
- Amphibians are cold-blooded animals that live in water and on land. They lay eggs underwater.
- Mammals are warm-blooded animals that give birth to live young.
- Animals can be grouped on what they eat: herbivores, carnivores and omnivores.
- Pets have needs that humans fulfil.
- Fish have gills to help them breathe, fins to help them swim and scales to protect their bodies.

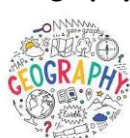
PE



Autumn One: Multi-skills (Throwing and Catching)

Autumn Two: Dance

Geography



Spatial Sense (Autumn One)

By the end of this unit, children will learn:

- To draw a map.
- To know that maps give us information about places.
- To understand maps are drawn from an aerial view

History 	Discovering History (Autumn Two) <i>By the end of this unit, children will learn that:</i> • History is the story of the past. • People who study history are called historians. • Historians use sources to learn about the past. • Archaeologists find out about the past through looking at things found in the ground. • Things found by archaeologists are called artefacts. • Family trees tell us who lived in the past.
Art 	Colour Artists: Mondrian, Bruegel the Elder, Van Gogh, Vermeer and Monet Concepts: Key concepts covered in this unit are primary colours, secondary colours, warm and cool colours, tints and shades and using different brushstrokes. Skills: • Holding a brush like a pencil to give good control. • Controlling the amount of water/paint that is loaded onto the brush. • Pulling the brush smoothly. • Painting accurately inside the lines. • Washing the brush before loading it with a new colour. • Mixing colours thoroughly in a mixing palette. • Adding white or black to a colour gradually to create tints and shades. • Experimenting with a brush to create different brushstrokes. Line Artists: Rembrandt, Miro, Klee and Pwerle Key concepts covered in this unit are: line, using different media to create lines, using lines to create closed shapes and the primary colours Key drawing skills taught are: • Holding the pencil using a firm but relaxed grip as for writing • Using light, fluid lines, not pressing too hard with the pencil • Using different kinds of line to describe different shapes/objects/patterns • Drawing straight lines using a ruler, holding the ruler with one hand and drawing lines against the ruler.
Music 	This term, children will learn about: Pitch <i>By the end of this unit, children will:</i> • Learn what pitch is and how we can recognise high, middle and low sounds. • Learn about how we can follow the pitch of a piece of music, change the pitch of our singing voices and learn about how we can use both our voices and everyday objects to create high and low sounds. Contrasts <i>By the end of this unit, children will:</i> • Perform and compose rhythmic contrasts in our music making. • Recognise, perform and compose music that has contrasts in its pitch, articulation and timbre. • Recognise, perform and compose music that has melodic contrasts and uses dynamic contrasts.
Spanish 	This term, children will learn: Greetings: Hello, Goodbye, Good morning, Good afternoon, Good evening, How are you? Numbers: 0 - 10