

**Year 1**  
**Autumn Term 2015**  
**Curriculum Overview**

<b>Subject</b>	<b>Autumn Term</b>	
<b>RE</b>	<p style="text-align: center;"><b><u>Unit A- Creation</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Recognise different parts of God's Creation and be able to show appreciation for it.</li> <li>• Know and be able to sequence the story of creation.</li> <li>• Be able to write prayers for use in a harvest liturgy associated with God's Creation.</li> <li>• Know the story of St. Francis of Assisi.</li> </ul> <p style="text-align: center;"><b><u>Unit B- Families and celebrations</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Be able to describe celebrations in which they have been involved at home or in school and to identify celebrations as an important part of family life.</li> <li>• Understand that Mass is an important celebration for God's family and will be able to describe the different words, actions and gestures that take place.</li> <li>• Understand that in Jesus' life, his family and friends celebrated together and know the stories that tell of this.</li> </ul>	<p style="text-align: center;"><b><u>Unit C- Prayer</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Understand that prayer is a special way of spending time with God and will be able to describe ways in which they pray.</li> <li>• Be able to identify what they want to praise, thank and ask God for in prayer and will be able to include these in their own prayers.</li> <li>• Understand how some things can help Christians pray and the way in which Christians give praise and thanks to God in traditional prayers.</li> </ul> <p style="text-align: center;"><b><u>Unit D- Advent</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Understand that Advent is a time of waiting and preparation for the celebration of the birth of Jesus.</li> <li>• Know how the season is structured and will be able to explain some ways in which the season is celebrated at home, in the parish and in school.</li> <li>• Be able to explain the importance of making preparations for the celebration of Jesus' birth and identify some ways of doing this.</li> <li>• Understand that Advent is a time of joy and will be able to participate in a special liturgy to celebrate the season.</li> </ul>
<b>Literacy</b> <b>Writing</b> <b>genres</b>	<p><b>Traditional Tales</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>• a variety of traditional tales</li> <li>• the features of a traditional tales</li> <li>• how to sequence a story using sentences and/or pictures</li> <li>• To write a traditional tale based on the story of Jack and the beanstalk.</li> </ul> <p>Key skill covered:</p> <ul style="list-style-type: none"> <li>• Sentence structure</li> <li>• Using finger spaces</li> <li>• Using capital letter and full stops</li> <li>• Using and, because, but</li> <li>• To reread their work to check it makes sense and to correct grammatical errors.</li> <li>• Using simple adjectives.</li> </ul>	<p><b>Recounts of familiar events</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>• When they write about something that has happened they should write in chronological order</li> <li>• To use time connectives to show the order of an event.</li> <li>• To use diagrams to illustrate writing.</li> <li>• About fact and fiction.</li> </ul> <p><b>Traditional rhymes including innovation</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>• Read poems aloud</li> <li>• Identify and discuss patterns of rhythm, rhyme and other features of sound in different poems</li> <li>• Comment on and recognise when the reading aloud of a poem makes sense and is effective</li> <li>• Identify and discuss favourite poems and poets, using appropriate terms and referring to the language of the poem.</li> </ul>
<b>Numeracy</b>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</li> <li>• Given a number, identify one more and one less.</li> <li>• Read and write numbers from 1 to 20 in numerals and words.</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=)</li> </ul>	

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	<p>signs.</p> <ul style="list-style-type: none"> <li>• Represent and use number bonds and related subtraction facts within 20.</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul> <p><b>Measures: length</b></p> <ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>• Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> </ul> </li> <li>• Measure and begin to record the following: <ul style="list-style-type: none"> <li>• Lengths and heights</li> </ul> </li> </ul> <p><b>Properties of shape</b></p> <ul style="list-style-type: none"> <li>• Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> <li>• 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul> </li> </ul>	
<b>Science</b>	<p style="text-align: center;"><b>Pushes and Pulls</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>• to find out about and describe the movement of familiar things [for example, cars going faster, slowing down, changing direction]</li> <li>• that both pushes and pulls are examples of forces</li> <li>• recognise that when things speed up, slow down or change direction, there is a cause [for example, a push or a pull]</li> <li>• Investigate how to move objects without touching them.</li> </ul>	<p style="text-align: center;"><b>Seasonal changes</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>• Observe and comment on changes in the seasons.</li> <li>• Name the seasons and suggest the type of weather in each season.</li> </ul>
<b>Computing</b>	<p style="text-align: center;"><b>We are treasure hunters (using a programmable toy)</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Understand that a programmable toy can be controlled by inputting a sequence of instructions</li> <li>• Develop and record sequences of instructions as an algorithm.</li> <li>• Programme their toy to follow their algorithm</li> <li>• Predict how their programmes will work.</li> </ul>	<p style="text-align: center;"><b>We are TV chefs (Filming the steps of a recipe)</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Break down a process into simple, clear steps, as in an algorithm.</li> <li>• Use different features of a video camera.</li> <li>• Use a video camera to capture moving images.</li> <li>• Develop collaboration skills.</li> <li>• Discuss their work and think about how it could be improved.</li> </ul>
<b>Topic (History Geography)</b>	<p><b>Toys from the past</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the characteristics of modern toys.</li> <li>• Describe the characteristics of old toys.</li> <li>• Develop historical enquiry by finding out about the past from a range of sources of information.</li> <li>• Understand that design, materials and technology can indicate whether a toy is old or new.</li> <li>• Children will recognise similarities and differences between old and new toys.</li> <li>• Place toys on a time line.</li> </ul>	
<b>D / T</b>		<p style="text-align: center;"><b>Christmas biscuits</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Use a variety of equipment</li> <li>• Measure ingredients and time</li> <li>• Follow a recipe</li> <li>• Evaluate designs</li> <li>• Health and safety around using cooking equipment and working with food.</li> </ul>
<b>PSHE</b>	<p><b>Dotcom Scheme</b></p> <p>This term the children will be learning about themselves and why they are special. We will be discussing:</p> <ul style="list-style-type: none"> <li>• What they look like and how God made them like him</li> </ul>	

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	<ul style="list-style-type: none"> <li>• People they love</li> <li>• Why they are special</li> <li>• Things they love to do and are good at</li> <li>• Who their friends are</li> </ul>	
<b>Art</b>		<b>Painting</b>
		<p>Children will:</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes on different types of paper and sizes of paper.</li> <li>• Use different types of paint - thick, thin, powder, block and ready mixed.</li> <li>• Paint with different equipment e.g. comb, feathers, sponge, hands.</li> </ul>
<b>PE</b>	<b>Games</b>	<b>Dance</b>
	<p>Children will be taught:</p> <ul style="list-style-type: none"> <li>• basic movements including running, jumping, throwing and catching,</li> <li>• develop balance, agility and co-ordination</li> <li>• to begin to apply their skills in a range of activities</li> </ul>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in group dances, developing a simple sequence of moves</li> <li>• Perform dances using simple movement patterns.</li> </ul>
<b>Music</b>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• play the Chime bars</li> <li>• Sing songs about toys</li> </ul> <p style="text-align: right;"><b>Taught by</b> <b>Ms J Davis</b></p>	

**Spellings for Autumn 1:**

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday
8. They
9. Have
10. Like
11. Little

**Spellings for Autumn 2:**

1. One
2. Could
3. Their
4. People
5. Mr
6. Mrs
7. Looked
8. Called
9. Asked
10. All
11. You