



Year 1

**Autumn Curriculum
Overview and Topic
Webs**

English

Development of writing through:

Fiction, Non-fiction and Poetry writing:

Children will be asked to develop, recall and understand the language and organisational features of a range of text-types including: Narratives, Non-chronological reports and Acrostic poems.

Grammar/Phonics:

English lessons will have a clear grammar and spelling element within them. This terms grammar focus includes: Use of capital letters, full stops, joining words and joining clauses using 'and'. Phonics will continue through Little Wandle Letters and sounds.

Cross curricular Book focus:

Non-Chronological report- Pets
Science-Animals and their Needs

Maths

Place Value

Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape. Sorting enables children to consider what is the same about all the objects in one set and how they differ from the objects in other sets. Children need to understand that the same collection of objects can be sorted in different ways and should be encouraged to come up with their own criteria for sorting objects into sets.

The concept of sorting will be reinforced during daily activities such as lining up. Children could be asked to line up based on certain criteria, for example whether they have a sister.

Addition and Subtraction

Children begin to think about parts and wholes. While this reinforces and reminds children of what they have learned in Reception, they are unlikely to have been formally introduced to the language of "parts" and "whole". Children are encouraged to recognise that numbers can be composed of two or more parts. At this stage, children should be given the opportunity to explore this concept through play and physical activities.

Shape

Children start by looking at 3-D shapes, as these are tangible shapes that they can touch and feel to help understand their identifying features. Children are required to name simple 3-D shapes such as cubes, cuboids, cylinders, pyramids, cones and spheres.

Religious Education

Creation

This unit is designed to develop the children's appreciation of themselves and the world around them as part of God's creation. It also helps the children to reflect on the need to thank and praise God for his many gifts.

Families and Celebrations

his unit is designed to develop the children's knowledge and understanding of what it means to belong to, and celebrate as, a family. The unit will focus on the Mass, the stories of the Presentation and Finding of Jesus in the Temple and the Wedding Feast at Cana as important celebrations in the life of the Church and Jesus.

Prayer

This unit is designed to develop the children's understanding of prayer as a special way of spending time with God. In the unit the children will also explore the vocabulary, actions, places and aids associated with prayer, with particular reference to the prayer of praise and intercession. The children will also explore how Christians give praise to God in the psalms and in prayers like the "Glory Be To The Father" and the "Our Father".

Advent

This unit is designed to develop the children's understanding of Advent as a time of waiting and preparation for the celebration of the birth of Jesus and his coming again. The unit also develops the children's understanding of Advent as a joyful liturgical season and allows them to participate in a special liturgy.

<p style="text-align: center;">Science 1</p> <p>The Human Body This Year 1 unit builds on the EYFS units All about Me in Reception. This unit reconnects to that prior learning by looking at the parts of the human body and their functions. Children then move on to study the eye in more detail, learning that scientists look closely at things to find out how they work. Children then progress to find out more about our ears, how we hear and the importance of hearing. Touch, taste and smell are studied, and children will begin to understand that our senses help us to process what is happening around us, helping us to be aware of the world we live in. Children will consider the role of our senses in protecting us from danger. Children will work scientifically in this unit, exploring senses and experiencing how we use them</p>	<p style="text-align: center;">Humanities</p> <p>History Children will think about the ways in which we know about the past, will develop an awareness of time, an awareness of past realities and an understanding of historical change. We believe that our children can understand the passing of time and are able to develop a sense of chronology, even if they don't clearly grasp measurable units of time at this age.</p> <p>Geography In this unit children are beginning to develop an understanding of place; where they are and what is located around them. They will build on their understanding of place throughout the geography curriculum, particularly in the spatial sense units. Children will also begin to develop their understanding of the environment by looking at what is around them in their immediate environment.</p>	<p style="text-align: center;">Physical Education</p> <p>Attack, defend and shoot Practice basic movements including running, jumping etc. and begin to engage in competitive activities.</p> <p>Gymnastics Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry basic apparatus. Recognise like action and link them.</p> <p style="text-align: center;">Computing</p> <p>Computing is taught discretely through BGFL 365. Computing also takes a pivotal role throughout core and foundation subjects, where children are provided the opportunity to retrieve, record and publish work on computers. Children are taught to use computers and access the internet safely and appropriately through E-Safety lessons and during Safer Internet Day.</p>	<p style="text-align: center;">Science 2</p> <p>Animals and their Needs In this unit pupils will be encouraged to be curious and ask questions about what they notice about animals. They will be looking closely at animals in the natural world around them and will learn that animals are living organisms that move around and breathe. Children will be introduced to the idea of grouping animals, a scientific concept that will be built upon in subsequent. Children will learn scientific terminology such as carnivore, herbivore and omnivore. Understanding that scientists group things will help children to develop disciplinary knowledge in science, how science works and how scientists have arrived at the knowledge we currently have. Explaining to children that scientists don't know everything there is to know about animals because there are many that haven't been studied yet, will help children to understand that science is a changing discipline and that they might play a role in it in the future</p>
<p style="text-align: center;">Art</p> <p>Line This unit introduces children to the element of line. It presents the idea that lines are like basic tools for artists and explores Klee's influential statements describing lines. Children investigate the work of Miro, Bratescu and Klee which show how lines can be used to show different things, ranging from simple shapes and objects to representing dreams and music.</p> <p>Colour This unit introduces the children to the element of colour. The lessons use seminal works of Mondrian, Bruegel the Elder, Van Gogh, Vermeer and Monet to explore concepts and vocabulary which relate to colour: primary and secondary colours; warm and cool colours; tints and shades.</p>		<p style="text-align: center;">Technology</p> <p>Chop, Slice, Mash This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria.</p>	



KEY
VOCABULARY

human

all people are humans, including men, women and children: we are animals that **walk on two legs and speak using words**

senses

our senses tell our bodies about things around us by **seeing, hearing, smelling, tasting or feeling**

eyes

with our eyes, we **see**

ears

with our ears, we **hear**

mouth

with our mouth, we **taste**

nose

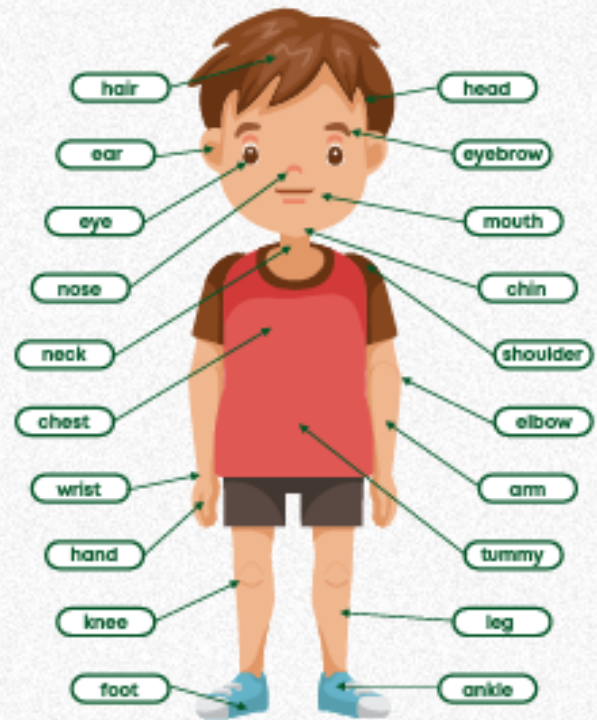
with our nose, we **smell**

skin

with our skin, we **feel**

sensory
impairment

when one or more of your **senses does not work properly**



our senses:

eye

ear

mouth

nose

skin



seeing

hearing

tasting

smelling

feeling

Helen Keller

the first deaf and blind person to study at university and gain a degree





KEY VOCABULARY

animal

a **living thing** that moves and breathes

mammal

a warm-blooded animal, **with a backbone, that has hair or fur** (most mammals live on land)

amphibian

a cold-blooded animal that **can live in water and on land**

reptile

a cold-blooded animal that **breathes air and has dry, scaly skin**

bird

a warm-blooded animal that **has feathers, a beak, wings and can usually fly**

fish

an animal with a backbone, but no arms and legs that **lives completely underwater**, has scales and gills

pet

an animal **kept and cared for in a person's home**

omnivore

an animal that **eats both other animals and plants**

carnivore

an animal that **eats other animals**

herbivore

an animal that **eats plants**

diagram of a fish

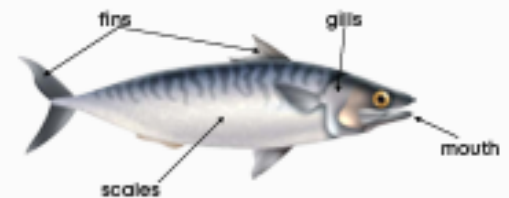


diagram of a bird



diagram of a reptile



*Note: some reptiles have no legs

a pet needs:



food



water



shelter



space



medicine



love





KEY VOCABULARY

history

the story of **the past**

historian

a **person** who learns about the past

pre-history

the **time before** people wrote things down

archaeologist

a person who **looks in the ground for clues** about the past

artefact

an object made and **used a long time ago**





aerial view

what something **looks like from above**

map

a picture showing **where things are located** in an area

location

the place **where something is**

compass

a tool used to **find out directions**

key

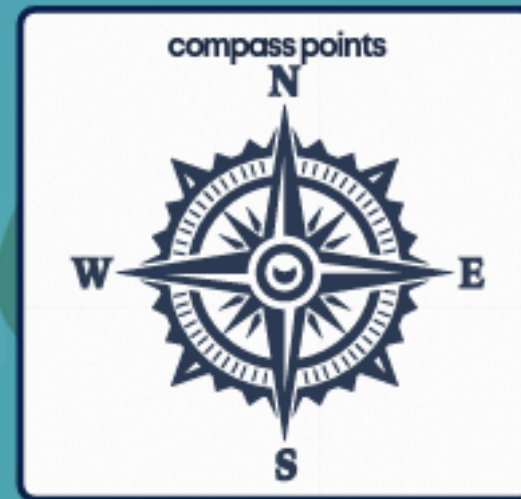
a tool used to show **what symbols on a map represent**

symbol

a **picture on a map** that represents something

navigate

to **find the way**



park map



a good map has:

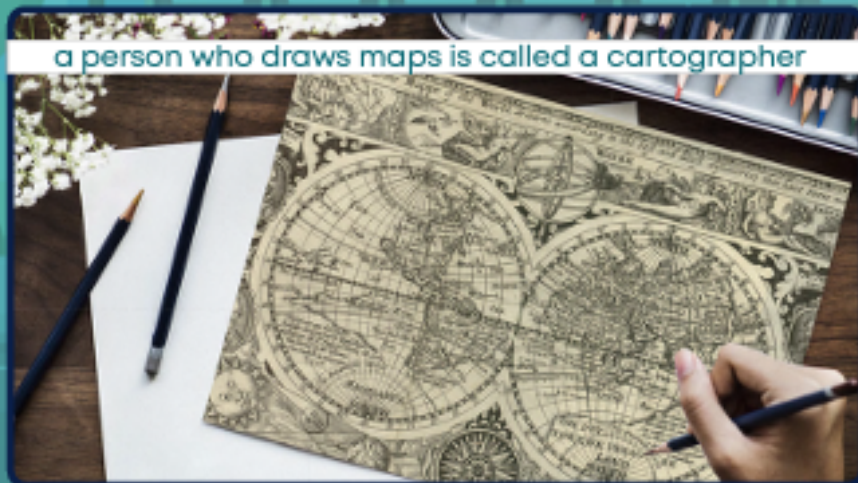
a title

a key

symbols

compass points

a person who draws maps is called a cartographer





primary colours

yellow, red and blue: these colours cannot be mixed from other colours

secondary colours

green, orange and purple: these colours are mixed by combining two primary colours

warm/cool colours

yellow, orange and red are warm colours: these colours create a warm mood
blue, green and grey are cool colours. These colours create a cold mood.

tint

when a **colour is made lighter by adding white**, e.g. a tint of blue (light blue)

shade

when a **colour is made darker by adding black**, e.g. a shade of blue (dark blue)

brushstroke

the marks a painter makes with their brush



Hockney



A Bigger Splash (1967)

Monet



The Sea at Fecamp (1881)

Van Gogh



Sunflowers (1888)



"A drawing is simply a line going for a walk."



Paul Klee

straight zigzag wavy curved spiral

Rembrandt



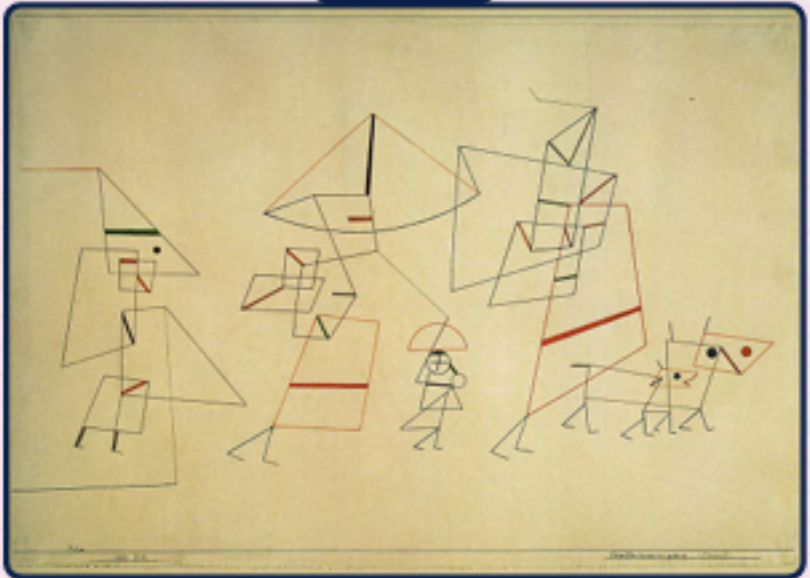
Saskia in a Straw Hat (1633)

Miro



Peinture (painting 1925)

Klee



Family Outing (1930)