

# Curriculum Overview for Year 1 – Autumn Term – In the Woods/History of Toys

<div>English</div> <div>Reading<ul style="list-style-type: none"><li>● Match graphemes for all phonemes.</li><li>● Read accurately by blending sounds.</li><li>● Read words with very common suffixes.</li><li>● Read contractions &amp; understand purpose.</li><li>● Read phonics books aloud.</li><li>● Link reading to own experiences.</li><li>● Join in with predictable phrases.</li><li>● Discuss significance of title and events.</li><li>● Make simple predictions.</li></ul></div> <div>Writing<ul style="list-style-type: none"><li>● Name letters of the alphabet.</li><li>● Spell very common ‘exception’ words.</li><li>● Spell days of the week.</li><li>● Use very common prefixes &amp; suffixes.</li><li>● Form lower case letters correctly.</li><li>● Form capital letters &amp; digits.</li><li>● Compose sentences orally before writing.</li><li>● Read own writing to peers or teachers.</li></ul></div> <div>Grammar<ul style="list-style-type: none"><li>● Leave spaces between words</li><li>● Begin to use basic punctuation: . ? !</li><li>● Use capital letters for proper nouns.</li><li>● Use common plural &amp; verb suffixes</li></ul></div> <div>Speaking and listening<ul style="list-style-type: none"><li>● Listen &amp; respond appropriately.</li><li>● Ask relevant questions.</li><li>● Maintain attention &amp; participate.</li></ul></div>			<div>Art &amp; Design<ul style="list-style-type: none"><li>● to use a range of materials creatively to design and make products</li><li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>● about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul></div>	<div>Computing<ul style="list-style-type: none"><li>● understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li><li>● create and debug simple programs</li><li>● use logical reasoning to predict the behaviour of simple programs</li><li>● use technology purposefully to create, organise, store, manipulate and retrieve digital content</li><li>● use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</li><li>● recognise common uses of information technology beyond school.</li></ul></div>
<div>Mathematics</div> <div>Number/Calculation<ul style="list-style-type: none"><li>● Count to/across 100</li><li>● Count in 1s, 2s, 5s and 10s.</li><li>● Identify 1 more/1 less.</li><li>● Read &amp; write numbers to 20.</li><li>● Use language, eg ‘more than’, ‘most’.</li><li>● Use +, - and = symbols.</li><li>● Know number bonds to 20.</li><li>● Add and subtract one-digit and two-digit numbers to 20 including zero.</li><li>● Solve one-step problems, including simple arrays.</li></ul></div> <div>Geometry &amp; Measures<ul style="list-style-type: none"><li>● Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest.</li><li>● Begin to measure length, capacity, weight.</li><li>● Use time and ordering vocabulary.</li><li>● Use language of days, weeks, months and years.</li><li>● Recognise and name common 2D and 3D shapes.</li><li>● Order and arrange objects.</li></ul></div> <div>Fractions<ul style="list-style-type: none"><li>● Recognise &amp; use ½ and ¼</li></ul></div>			<div>Design &amp; Technology<ul style="list-style-type: none"><li>● design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li><li>● select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</li><li>● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li></ul></div>	<div>Geography<ul style="list-style-type: none"><li>● Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</li><li>● identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li><li>● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li><li>● use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li></ul></div>
<div>Science<ul style="list-style-type: none"><li>● distinguish between an object and the material from which it is made</li><li>● identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li><li>● describe the simple physical properties of a variety of everyday materials.</li><li>● compare and group together a variety of everyday materials on the basis of their simple physical properties.</li><li>● find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li><li>● observe changes across the four seasons.</li><li>● observe and describe weather associated with the seasons and how day length varies.</li><li>● identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul></div>	<div>History<ul style="list-style-type: none"><li>● Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li></ul></div>		<div>Music<ul style="list-style-type: none"><li>● use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>● play tuned and untuned instruments musically</li><li>● listen with concentration and understanding to a range of high-quality live and recorded music</li><li>● experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul></div>	
<div>Physical Education<ul style="list-style-type: none"><li>● Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination.</li></ul></div>			<div>Religious Education<ul style="list-style-type: none"><li>● Describe some of the teachings of a religion.</li><li>● Describe some of the main festivals or celebrations of a religion.</li><li>● Recognise, name and describe some religious artefacts, places and practices.</li><li>● Name some religious symbols.</li><li>● Explain the meaning of some religious symbols.</li><li>● Identify the things that are important in their own lives and compare these to religious beliefs.</li></ul></div>	