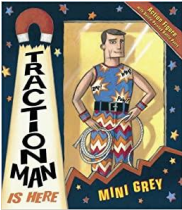
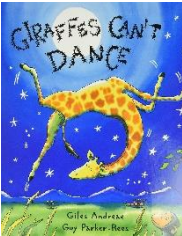
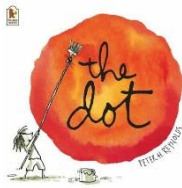
















Curriculum Information - Year 1 - Autumn Term

<p>Class Texts</p> <p>English</p>	<p style="text-align: center;"><u>Toys in Space</u> <u>Traction Man is here!</u> <u>Giraffes Can't Dance</u></p> <p>In writing we will focus on the basics of writing; letters and sounds - recognition and representation, handwriting - correctly formed and positioned, demarcated sentences - capital letters and end marks.</p> <p>We will also be focusing upon the grammatical feature of adjectives - a word that describes a noun / pronoun.</p> <p>When reading we will apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Children will read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require children to use other strategies to work out words. Re-read these books to build up fluency and confidence in word reading.</p>	 
<p>Guided Reading</p>	<p style="text-align: center;"><u>The Dot</u> <u>The Bog Baby</u> <u>Jim and the Beanstalk</u></p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • checking that the text makes sense to them • discussing the significance of the title and events <p style="text-align: center;">predicting what might happen as they read on.</p>	 
<p>RE</p>	<p><u>Creation</u></p> <ul style="list-style-type: none"> • 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. <p><u>Families and Celebration</u></p> <ul style="list-style-type: none"> • This unit is designed to develop the children's knowledge and understanding of what it means to belong to, and 	 

	<p>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.</p> <p><u>Prayer</u></p> <ul style="list-style-type: none"> 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". <p><u>Advent</u></p> <ul style="list-style-type: none"> 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. 	 
Maths	<ul style="list-style-type: none"> Number and Place Value (Within 10) Add and subtract numbers (Within 10) Shape: Recognising, sorting and naming 2d shapes, Recognising, sorting and naming 3d shapes Number and Place value (Within 20) 	
Science	<p><u>Why are humans not like tigers?</u></p> <p>Children will be able to -</p> <ul style="list-style-type: none"> Point out some of the differences between different animals. Sort photographs of living things and non-living things. Identify and name a variety of common animals (birds, fish, amphibians, reptiles, mammals, invertebrates) Compare the bodies of different animals. Describe how an animal is suited to its environment. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Classify animals by what they eat (carnivore, herbivore, omnivore) Name the parts of an animal's body. Name a range of domestic animals. Name the parts of the human body that they can see. Draw & label basic parts of the human body. Identify the main parts of the human body and link them to their senses, 	

	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask simple scientific questions. • Observe carefully, using simple equipment, • Gathering and recording data to help in answering questions. 	
History	<p><u>What were toys like in the past?</u></p> <p>Children will -</p> <ul style="list-style-type: none"> • Know that the toys their grandparents played with were different to their own. • Know about many of the changes that have happened since I was born. • Use words and phrases such as: old, new and a long time ago • Organise a number of artefacts by age. • Know the main differences between their school days and that of their grandparents. • Know what a number of older objects were used for. • Give examples of things that were different when my grandparents were children. • Know what we use today instead of older objects. • Differentiate between things that were here 100 years ago and those which were not (toys). 	
Geography	<p><u>Map, Globe and Field Work. Where do I Live?</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise familiar places in their local area. • Use maps to gather information about the local area. • Locate places/landmarks on a map. • Use simple compass directions (NESW). • Use aerial photographs to recognise basic human and physical features. • Recognise basic map symbols. • Use simple fieldwork skills to study the geography of the local area. • Plot a simple route on a map. • Recognise housing types. • Express some views and opinions about the environment and suggest simple improvements. 	 
Music	<ul style="list-style-type: none"> • Music continues to be taught by Mr B. 	
Computing	<p><u>Online Safety and Exploring Purple Mash</u></p> <p>Children will learn -</p> <ul style="list-style-type: none"> • To log in safely. • To start to understand the idea of 'ownership' of their creative work. • To learn how to find saved work in the Online Work area and find teacher comments. 	

	<ul style="list-style-type: none"> To learn how to search Purple Mash to find resources. To become familiar with the types of resources available in the Topics section. To become more familiar with the icons used in the resources in the Topics section. To start to add pictures and text to work. To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. To explore the Games section on Purple Mash. To understand the importance of logging out when they have finished. <p><u>Grouping and Sorting</u></p> <ul style="list-style-type: none"> To sort items using a range of criteria. To sort items on the computer using the 'Grouping' activities in Purple Mash. <p><u>Lego Builders</u></p> <p>Children will learn -</p> <ul style="list-style-type: none"> To emphasise the importance of following instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result. 	
PE	<p><u>Multi-Skills and Health Related Exercise</u></p> <p><u>Games and Gymnastics</u></p> <ul style="list-style-type: none"> Demonstrate changes of direction, level and speed. Develop the fundamentals of movement - jog, jump, hop, learn to place their weight on their hands and balance Children will learn to throw and catch with increasing accuracy. 	
Art	<p><u>Can I Paint in the style of Picasso?</u></p> <p>Children will -</p> <ul style="list-style-type: none"> Know the names of the primary and secondary colours. Know how to mix paint to create all the secondary colours. Know how to create brown with paint. Know how to create tints with paint by adding white & know how to create tones with paint by adding black. Know how to use pencils to create lines of different thickness in drawings. Describe what can be seen and give an opinion about it. Choose and use three different grades of pencil. Ask questions about a piece of work. Suggest how artists have used ...pattern and shape. Know how to create a repeating pattern in print. Know how to create a printed piece of art by pressing, rolling, rubbing and stamping. 	
Design and Technology	<p><u>How exciting can we make our pop- up cards?</u></p> <p>Children will -</p>	

