

Class 1 - Curriculum Overview

Autumn Term 1 - 2017

Theme - All about Me!

Week Beg	4.9.17	11.9.17	18.9.17	25.9.17	2.10.17	9.10.17	16.10.17	23.10.17	
ENGLISH FOCUS ENGLISH 2017 See weekly plans for more details	Recount About the summer holidays	<p style="text-align: center;">The Bog Baby - by Jeanne Willis Retelling a story or part of a story / Fact files on animals Science Links - Identification and labelling of common animals and naming the parts of a human body</p> <p style="text-align: center;">Other stories to read to the children out of English sessions: Titch, The Rainbow Fish, From Head to Toe, FunnyBones, Colour me happy, Peepo, BabyBrains, books about the senses and our bodies.</p> <p style="text-align: center;">Guided Reading 3x weekly - Mon / Wed / Friday with Y1 groups Individual Reading with FS once baseline assessments are complete.</p>							
	<p style="text-align: center;"><u>NON-NEGOTIABLES AUTUMN 1</u></p> <ul style="list-style-type: none"> • Count to and across to at least 20 -forwards and backwards beginning with 1 • Read and write numbers to 20 in numerals and write numbers in words to 10 <ul style="list-style-type: none"> • Count in 2s to 20 • Identify one more and one less than a given number to 20 <ul style="list-style-type: none"> • Order objects using the terms 1st, 2nd, 3rd, 4th, 5th • Find the missing number in a sequence up to 10 • Add/subtract 2, 1-digit numbers to 10 								
Maths FOCUS MATHS STEPS See weekly plans for more details	<p style="text-align: center;">Numbers to 10</p> <p>Number: Place Value</p> <ul style="list-style-type: none"> • Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Given a number, identify one more or one less. • Count in multiples of twos. 			<p style="text-align: center;">Addition and subtraction within 10</p> <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts (within 10) • Add and subtract one digit numbers (to 10), including zero. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems 			<p style="text-align: center;">Recognising 2D and 3D shapes / Turns</p> <p>Geometry: Shape</p> <ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres. • Describe position, direction and movement, including whole, half, quarter and three quarter turns 		

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Science	<p style="text-align: center;">Working Scientifically</p> <ul style="list-style-type: none"> • I can ask simple questions and recognise that they can be answered in different ways. <ul style="list-style-type: none"> • I can observe closely, using simple equipment. <ul style="list-style-type: none"> • I can perform simple tests. • I can identify and classify. • I can use my observations and ideas to suggest answers to questions. <ul style="list-style-type: none"> • I can gather and record data to help answer questions. <p style="text-align: center;">Animals including humans</p> <ul style="list-style-type: none"> • I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <ul style="list-style-type: none"> • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores • I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <ul style="list-style-type: none"> • I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>FS - 22-36m - Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.</p> <p>30-50m - Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p> <p>40-60m - Looks closely at similarities, differences, patterns and change.</p> <p>ELG - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>							
		Human body parts - All about me!	Animal body parts	Senses	Senses	Characteristics - hair and eye colour grouping	Grouping animals	What do I eat?
History / Geography	<p>22- 36m - Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>30-50m - Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>40-60m - Enjoys joining in with family customs and routines.</p>							

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	<p>ELG - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Y1 <u>History</u></p> <ul style="list-style-type: none"> To talk about changes within living memory - How I have changed. <p><u>Geography</u> -</p> <ul style="list-style-type: none"> Be able to use simple compass directions (North, South, East and West) and Locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Be able to 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 - To explain where I live. To create a map of where I live. Be able to 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. 							
		<p>Me and My family - History</p>	<p>My Home - where do I live - Geography</p>	<p>Our Classroom - Geography</p>	<p>Our school - Geography</p>	<p>Around our school - Geography</p>	<p>How I get to school - Geography (Maths link)</p>	<p>Mapping - Geography</p>
<p>Art + DT</p>	<p>Year 1</p> <ul style="list-style-type: none"> To develop ideas - Respond to ideas and starting points / Explore ideas and collect visual information / Explore different methods and materials as ideas develop. To master techniques - Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. / Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. To take inspiration from the greats (classic and modern) - Describe the work of notable artists, artisans and designers. / Use some of the ideas of artists studied to create pieces. <p>22- 36m - Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>30-50m - Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Realises tools</p>							

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	<p>can be used for a purpose. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</p> <p>40-60m - Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Create simple representations of events, people and objects. Chooses particular colours to use for a purpose</p> <p>ELG - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>							
	Self-portraits and collage of themselves							
Week Beg	4.9.17	11.9.17	18.9.17	25.9.17	2.10.17	9.10.17	16.10.17	23.10.17
Music	Charanga - FS - ME! / Plus rhythm stick games and composition							
ICT	<p style="text-align: center;">HF PPA COVERED</p> <p>FS2 - 30-50m - Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers</p> <p>40-60m - Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.</p> <p>ELG - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>							
RE	HF PPA COVERED - Following agreed syllabus from the East Riding							

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PE	Dance (Val Sabin Dance scheme) and Multiskills (Multi-skills Cards)							
	<p>30-50m</p> <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. <p>40-60m</p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>ELG</p> <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. 				<p>PE1/1.1a 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</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p> <p>PE1/1.1c performs dances using simple movement patterns.</p> <ul style="list-style-type: none"> Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. 			
PSHCE / CIRCLE TIMES	Special and Safe - Jigsaw Jack	My Class - belonging - Jigsaw Jack	My Family - belonging		Rights and Responsibilities - Jigsaw Jack	Rewards and feeling proud - Jigsaw Jack	Consequences - Jigsaw Jack	Our school behavior system