



# Inspire

## CURRICULUM

**Unit:** Who am I?  
**Term:** Autumn 2  
**Year:** 1

## Who am I? Unit Summary

Throughout this Unit, pupils will have the opportunity to express their individuality, explore their identity, develop their talents and understand their place in both their immediate and the wider world. Key questions that will be explored include: Who am I? Where did my name come from? What am I like? What am I good at? What is special about me and where I live?

## Programme of Study

**Unit:** Who am I?

**Year:** 1 **Term:** Autumn 2

Please note that all appendices and guidelines referred to in the programme of study are available to download at:

<https://www.gov.uk/government/collections/national-curriculum> The POS codes replace the DfE bullets for ease of reference.

**Key:**

**FT** = First Teaching

**OG** = On Going

Spoken Language	
<b>SL1</b>	listen and respond appropriately to adults and their peers
<b>SL2</b>	ask relevant questions to extend their understanding and knowledge
<b>SL3</b>	use relevant strategies to build their vocabulary
<b>SL4</b>	articulate and justify answers, arguments and opinions
<b>SL5</b>	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<b>SL6</b>	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>SL7</b>	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>SL8</b>	speak audibly and fluently with an increasing command of Standard English
<b>SL9</b>	participate in discussions, presentations, performances, role play, improvisations and debates
<b>SL10</b>	gain, maintain and monitor the interest of the listener(s)
<b>SL11</b>	consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>SL12</b>	select and use appropriate registers for effective communication
<p>These statements apply to all Years. The content should be taught as a level appropriate to the age of the pupils (taken from notes and guidance [non-statutory]). Speaking and listening activities throughout the Unit have been designed with these POS statements in mind. Specific speaking and listening objectives are provided for some English lessons where appropriate.</p>	

<b>English</b>	<b>Reading – word reading</b>		
	<b>WR1</b>	apply phonic knowledge and skills as the route to decode words	<b>OG</b>
	<b>WR2</b>	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	<b>OG</b>
	<b>WR3</b>	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	<b>OG</b>
	<b>WR4</b>	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	<b>OG</b>
	<b>WR6</b>	read other words of more than one syllable that contain taught GPCs	<b>FT</b>
	<b>WR8</b>	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	<b>OG</b>
	<b>WR9</b>	re-read these books to build up their fluency and confidence in word reading	<b>OG</b>
	<b>Reading – comprehension</b>		
	<b>RC1</b>	develop pleasure in reading, motivation to read, and understanding by:	
	<b>RC1.1</b>	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	<b>OG</b>
	<b>RC1.2</b>	being encouraged to link what they read or hear read to their own experiences	<b>OG</b>
	<b>RC1.6</b>	discussing word meanings, linking new meanings to those already known	<b>OG</b>
	<b>RC2</b>	<i>understand both the books they can already read accurately and fluently and those they listen to by:</i>	
	<b>RC2.1</b>	drawing on what they already know or on background information and vocabulary provided by the teacher	<b>OG</b>
<b>RC2.2</b>	checking that the text makes sense to them as they read and correcting inaccurate reading	<b>OG</b>	
<b>RC3</b>	participate in discussion about what is read to them, taking turns and listening to what others say	<b>OG</b>	

<b>English</b>	<b>Writing – transcription – spelling</b>		
	<b>WTS1</b>	<i>spell: See English Appendix 1</i>	
	<b>WTS1.1</b>	words containing each of the 40+ phonemes already taught	<b>OG</b>
	<b>WTS1.2</b>	common exception words	<b>OG</b>
	<b>WTS2</b>	name the letters of the alphabet	<b>OG</b>
	<b>WTS2.1</b>	naming the letters of the alphabet in order	<b>OG</b>
	<b>WTS4</b>	apply simple spelling rules and guidance, as listed in English appendix 1	<b>OG</b>
	<b>WTS5</b>	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	<b>OG</b>
	<b>Writing – handwriting</b>		
	<b>WH1</b>	sit correctly at a table, holding a pencil comfortably and correctly	<b>OG</b>
	<b>WH2</b>	begin to form lower-case letters in the correct direction, starting and finishing in the right place	<b>OG</b>
	<b>WH3</b>	form capital letters	<b>OG</b>
	<b>WH4</b>	form digits 0-9	<b>OG</b>
	<b>WH5</b>	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	<b>OG</b>
	<b>Writing – composition</b>		
	<b>WC1</b>	<i>write sentences by:</i>	
	<b>WC1.1</b>	saying out loud what they are going to write about	<b>OG</b>
	<b>WC1.2</b>	composing a sentence orally before writing it	<b>OG</b>
	<b>Writing – vocabulary, grammar and punctuation</b>		
	<b>WVGP1</b>	<i>develop their understanding of the concepts set out in English Appendix 2 by:</i>	
<b>WVGP1.0</b>	how words combine to make sentences	<b>OG</b>	
<b>WVGP1.1</b>	leaving spaces between words	<b>OG</b>	
<b>WVGP1.2</b>	joining words and joining clauses using <i>and</i>	<b>OG</b>	
<b>WVGP1.3</b>	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation	<b>FT</b>	

<b>Maths</b>	<b>Multiplication and division</b>		
	1	solve simple one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	
	<b>Fractions</b>		
	1	recognise, find and name a half as one of two equal parts of an object, shape or quantity	
	2	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	
	<b>Geometry: properties of shapes</b>		
	1	recognise and name common 2-D and 3-D shapes, including:	
	1.1	2-D shapes (e.g. rectangles (including squares), circles and triangles)	
	1.2	3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).	
	<b>Geometry: position, direction, motion</b>		
1	describe position, direction and movement, including whole, half, quarter and three-quarter turns		

<b>History</b>	1	changes within living memory - where appropriate, these should be used to reveal aspects of change in national life	
	4	significant historical events, people and places in their own locality	

<b>Music</b>	1	use their voices expressively by singing songs and speaking chants and rhymes	
	3	listen with concentration and understanding to a range of high-quality live and recorded music	

<b>Art &amp; Design</b>	2	using drawing, painting and sculpture to share their ideas, experiences and imagination	
	3	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	

<b>Computing</b>	1	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	
	2	create and debug simple programs	
	3	use logical reasoning to predict the behaviour of simple programs	
	6	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	