

# Year 1 - Autumn Term Curriculum Plan 2024

## Topics: - Identity and Me

This plan is to give you an insight into the topics your child will be covering this term - it's not intended as extra homework, just a prompt for some discussions you might want to have at home.



### English



#### We will be reading and retelling the following stories:

- Gorilla loves Vanilla
- Dogger
- The Gruffalo's Child
- Stick Man

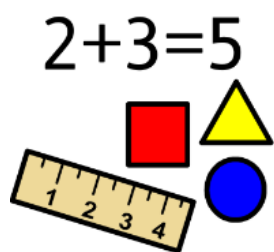
#### Within these texts, we will be focusing on the following areas:

- Giving an opinion about books.
- Responding to characters in role.
- Recalling and ordering the main events of a story.
- To record information learnt from non-fiction texts.
- To explain our understanding of what we read.

#### In our writing sessions we will be:

- Sitting at a table with correct posture, holding a pencil comfortably and correctly.
- Writing sentences with capital letters, finger spaces and full stops.
- Joining sentences together to write a story.
- Spelling common exception words.

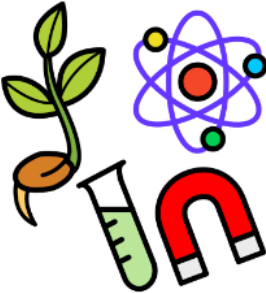




### Maths

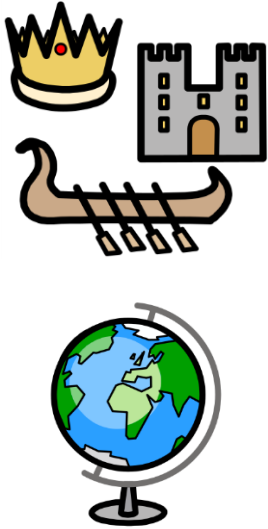


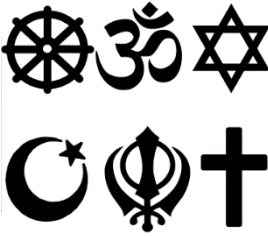



- To count, read and write numbers to 50.
- To partition numbers into tens and ones.
- To identify 1 more and 1 less of a given number.
- To use language relating to dates. e.g. days of the week and months of the year.
- To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- To know number bonds within and to 10 progressing to 20.
- To add and subtract 1-digit and 2-digit numbers to 20, including zero.
- To sequence events in chronological order e.g. before, after, next, first, last.
- To recognise and name common 2D and 3D shapes.

A helpful and fun website that will cover many of the above categories:

<http://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=2>  
<http://resources.woodlands-junior.kent.sch.uk/maths/www.ICTgames.com>

<p><b>Science</b></p> 	<p><b>Ourselves</b></p> <ul style="list-style-type: none"> <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> <li>• Use simple equipment to observe closely.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> </ul> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Group animals according to what they eat.</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>• To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul>
<p><b>Personal, Social, Health, Economic Education</b></p> 	<ul style="list-style-type: none"> <li>• To understand school and class rules and responsibilities.</li> <li>• To understand how to make safe and sensible choices.</li> <li>• To work together cooperating.</li> <li>• To begin to understand other's needs and opinions.</li> <li>• To be able to set personal goals.</li> <li>• To value and talk positively about themselves.</li> </ul>
<p><b>Computing</b></p> 	<ul style="list-style-type: none"> <li>• Discuss how we can be safe when using the internet.</li> <li>• To recognise common uses of information technology beyond school.</li> <li>• To explain how technologies help us.</li> <li>• To name the different parts of a computer.</li> <li>• To log on independently.</li> <li>• To begin to save work to a file.</li> <li>• To delete letters.</li> </ul>
<p><b>Art</b></p> 	<ul style="list-style-type: none"> <li>• To draw things seen using lines.</li> <li>• To try different ways of mark making using different tools.</li> <li>• To be able to mix primary colours.</li> </ul>
<p><b>Design Technology</b></p> 	<ul style="list-style-type: none"> <li>• To create simple designs for a product. Simple drawing as plan for product, some basic labels/listing for materials needed.</li> <li>• To use a range of simple tools to cut, join and combine materials and components safely.</li> <li>• To select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing).</li> </ul>

<p><b>History/Geography</b></p> 	<p><b>History-</b></p> <ul style="list-style-type: none"> <li>To know some similarities and differences between things in the past and now, drawing on his/her experiences with a focus on skills, strengths.</li> </ul> <p><b>Geography-</b></p> <ul style="list-style-type: none"> <li>To name and locate the world's 7 continents.</li> <li>To identify seasonal and daily weather patterns in the UK.</li> <li>To use simple locational and directional language for example: near and far; left and right, to describe the location of features and routes on a map.</li> </ul>
<p><b>Physical Education</b></p> 	<ul style="list-style-type: none"> <li>To develop basic coordination skills.</li> <li>To move in a range of different ways confidently.</li> <li>To be able to move, changing direction and speed.</li> </ul>
<p><b>Music</b></p> 	<ul style="list-style-type: none"> <li>To use our voices expressively.</li> <li>To sing songs and speak chants and rhymes.</li> <li>To play un-tuned instruments.</li> </ul>
<p><b>Religious Education</b></p> 	<ul style="list-style-type: none"> <li>To know what it means to belong to a group.</li> <li>To understand the importance of working together as a team.</li> <li>To begin to understand that different faiths have different symbols and celebrate in different ways.</li> <li>To begin to understand Christianity looking at beliefs and practices.</li> <li>To understand the meaning of the Harvest Festival.</li> </ul>
<p><b>Modern Foreign Languages</b></p> 	<p><b>French</b></p> <ul style="list-style-type: none"> <li>To be able to greet someone</li> </ul>