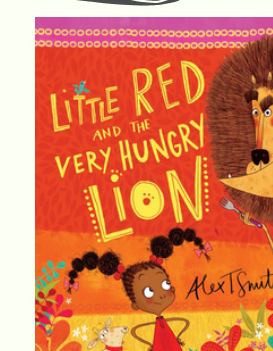
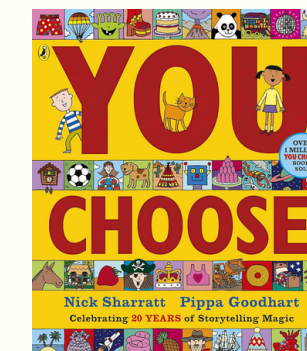




# Year 1 Curriculum Map

## Autumn 1

### Books



### English

- We will develop the children's independent writing skills using high quality texts. We encourage the children to 'sound out' the words that they want to spell and look for the letters that they need to use on a phoneme mat. Please continue to help your child learn to spell new words at home.
- The children will take part in daily reading activities and will begin to develop their comprehension skills by answering questions about what they have read.
- Please continue to support your child with their reading on a regular basis, not just with books from school but the library or any you may have at home.
- Letter formation and handwriting is an important part of the Year 1 curriculum. Please practice regularly at home. We will send home more information about this in the first few weeks of the term.

### Phonics

- We will consolidate phase 3 sounds-oo(spoon) oo(book) ow(growl) ow(snow) ar ur or oi ear air ure er.
- We will introduce Phase 5 sounds -ay ou ie ea -le oy ir ue aw wh ph ew oe au

### Maths

- We will be continuing with a 'mastery' approach to teaching maths using the concrete, pictorial and abstract method. This is where the children 'get to grips' with a concept by using practical concrete resources, then move on to using pictures, before understanding a more abstract approach using mental strategies. This is progressive throughout the year and develops as the children become more confident in maths.
- This half term we will be covering place value and addition and subtraction using numbers within 10. We will teach each of these elements in blocks to ensure the children are secure in their understanding.
- We will revisit previously taught skills in our Fluency Friday lessons to assess children's understanding.
- You can continue to support your child at home by practising forming numbers correctly and counting in patterns of ones, twos, fives or tens. You may also like to link maths to everyday by counting money or counting the correct amount of place settings for the table for example.

### Key Instant Recall Facts (KIRFs)

We will be focussing on pairs of numbers that make 10. The ultimate aim is for your child to be able to recall these facts instantly.

### Science

- Learn about the parts of the human body and name and label them.
- Learn about the five senses and name the parts of the body associated with each sense.
- Complete a range of experiments to test the five senses.
- Observe changes across Autumn and Winter, and learn about different types of weather associated with each season.
- Observe and record how the day length changes with the seasons.
- Observe and talk about the weather through the seasons.
- Work scientifically by making tables and charts about the weather and recording rainfall, wind speed, and cloud activity.



## DT

- To design and construct a kite using a range of materials.
- To evaluate ideas and products against design criteria.

## Computing

- Use a digital still camera to capture an image to save, retrieve and share.
- To learn how to log on to a network and use a paint package to create a self-portrait.
- To know that their personal information is private and the ways to stay safe when using a digital device.

## Learning behaviour

- Our learning behaviour for this half term is cooperation and our character is Co-operative Chimp.
- We will choose our stars of the week based on the children demonstrating excellent examples of cooperation in school.



## Geography

- To use world maps, atlases and globes to find the United Kingdom, its countries and locate 'where we live'.
- To study the geography of the school grounds and mark the key human and physical features on a simple map.
- To use basic geographical vocabulary to refer to physical and human features around our school and Barton under Needwood.
- To identify seasonal and daily weather patterns in the UK.

## PE

- Fundamental movements (walking, running, dodging, jumping, hopping, skipping)
- To be confident and safe in the spaces used to play games.
- To explore and use skills, actions and ideas individually and in combination to suit the game they are playing.
- How to choose and use skills effectively for particular games.
- To understand that being active is good for them and fun.
- To watch, copy and describe what others are doing.
- To describe what they are doing.

## Music

- Participate in creating a dramatic group performance using kitchen-themed props.
- Sing a cumulative song from memory, remembering the order of the verses.
- Play classroom instruments on the beat.
- Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.
- Listen and move in time to the song.

## PSHE

Unit-Me and my school

- Spiritual development: A sense of enjoyment and fascination in learning about themselves and others in their class and school.
- Moral development: To develop an ability to recognise the difference between right and wrong To understand consequences of their behaviour and actions.
- Social development: Developing an understanding of democracy, rules and sanctions allowing them to participate fully and contribute positively to school life.
- Cultural development: To understand and appreciate the range of different cultures within school.
- British Values- We will spend some time learning about our King (King Charles III) and his importance within society.

## RE

Key question- What do Christians believe God is like?

- The children will learn that Christians believe in God and they find out about God in the Bible. They believe God is loving, kind, fair and forgiving, and also Lord and King.
- Some stories show these Christian beliefs.
- Christians worship God and try to live in ways that please him.

## Forest school (ISB)

- Looking out for changes in the seasons.
- Tree identification.
- making bird feeders
- bug hunting
- making a dead wood pile for insects
- building natural dens
- mud painting
- tree climbing & playing games