

Curriculum Half Termly Overview

Splendid Skies

Year group – 1

Term – Autumn 2



Wow moment:

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| <p>English text types</p> <p>Core text: Lila and the Secret of Rain</p> <p>Model text: Lila and the Secret of Rain</p> <p>Story type: Wishing tale</p> <p>Focus: Setting</p> <p>Non-fiction model text Lila's diary</p> <p>Non-fiction text type: Recount</p> | | | <p>SPAG</p> <p>Sentences:</p> <ul style="list-style-type: none"> • Simple sentence – how to combine words to create a simple sentence • Capital letters – using capital letters for names of people, places, days of the week, and the personal pronoun 'I'. • Sentence types – questions, exclamations (what or how sentences), statements • Adjectives – words used to describe • Adding adjectives to sentences • Noun phrases | | | <p>Spelling:</p> <ul style="list-style-type: none"> • Common exception words (from model text): the, a, do, to, of, said, were, was, his, be, he, she, no, there, one • VC/CVC words • Words with consonant diagraphs and some vowel diagraphs • Alternative vowel phonemes (ai) • New consonant spellings (wh) • Words ending in -y, -ing, ed, -est | | |
| <p>Maths</p> <p>Addition and subtraction:</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 10 • add and subtract one-digit to 10, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9. | | | <p>Tables and Mental Maths</p> <ul style="list-style-type: none"> • Count in 2s, 5s, 10s | | | <p>MFL</p> <ul style="list-style-type: none"> • Reacting to food items while taking part in a circle game. • Learning everyday language through a song. • Celebrating other languages: recalling numbers 1-3 or 1-6 through a team game. • Recognising previously learned language and problem solving. • Emotions. • Christmas. | | |
| <p>Science</p> <p>Seasonal Changes. Are all leaves the same?</p> <ul style="list-style-type: none"> • In this unit children will learn that there are four seasons, the names for these seasons and that there are differences between them. They will identify and design weather symbols for the different types of weather they are likely to experience across the seasons. • Working scientifically, children will make observations and measurements over time throughout the seasons including day length, temperature, rain/snow fall, wind strength, cloud conditions and the accompanying changes to plants and animals in their local environment. They will describe and record their findings and compare them across the seasons. | | | <p>Computing</p> <p>Digital literacy: 2abc</p> <ul style="list-style-type: none"> • The children will learn that online systems can be used to save and retrieve work. iPads can be used for lots of different reasons but sometimes the computer is better to use. • They will create a document using their own login for Purplemash, that has text and pictures about weather and the seasons. | | | <p>PSHE</p> <p>Celebrating difference</p> <ul style="list-style-type: none"> • Accept that everyone is different • Include others when working and playing • Know how to help if someone is being bullied • Try to solve problems • Use kind words • Know how to give and receive compliments | | |
| <p>Geography</p> <p>What is my place like?</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • 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. • 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>History</p> <p>N/A</p> | | | <p>PE</p> <p>Dance-Moving along:</p> <ul style="list-style-type: none"> • To perform dances using simple moving patterns. <p>Gymnastics-Making shapes</p> | | |
| <p>Art</p> <p>N/A</p> | | | <p>D&T</p> <p>Structures & mechanisms: Windmills</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Evaluate - Explore and evaluate a range of existing products. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, according to their characteristics. • Evaluate their ideas and products against design criteria. • Technical Knowledge • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | | | <p>Music</p> <p>Rhythm in the way we walk: The banana rap</p> <ul style="list-style-type: none"> • Pulse, rhythm and pitch, rapping, dancing and singing | | |