

Curriculum Half Termly Overview



Title - School Days

Year group - 1

Term - Autumn 1



Wow moment:

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English text types	SPAG		
<p>Core text: I am too absolutely small for school - Lauren Child</p> <p>Model text: Sydney the spider</p> <p>Story type: Meeting tale</p> <p>Focus: Description</p> <p>Film unit: Adventures are the pits</p> <p>Non-fiction model text How to be a good friend</p> <p>Non-fiction text type: Explanation</p>	<p>Unit 1 Ready to write</p> <ul style="list-style-type: none"> Using finger spaces. <p>Unit 2 Punctuating sentences</p> <ul style="list-style-type: none"> Introduce a capital letter. Introduce a full stop. Begin to punctuate sentences using capital letters and full stops. Name the letters of the alphabet in the correct order. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. 		<p>What is a noun? What is a verb? (Subject/ verb identification).</p> <p>Prepositions:</p> <ul style="list-style-type: none"> Inside Outside Towards Across Under
Maths	Tables and Mental Maths	MFL	
<p>Week 1-3: Number: Place value within 10</p> <ul style="list-style-type: none"> Sort, count and represent objects Count, read and write forwards and backwards to 10 from any given number Count one more and one less 1:1 correspondence to start to compare groups Compare groups using equal, more/greater, less / fewer, most / least Introduce < > and = Compare numbers Order groups of objects Order numbers Ordinal numbers (1st, 2nd, 3rd) The number line <p>Week 4-6: Addition and Subtraction</p> <ul style="list-style-type: none"> Introduce part whole model and addition symbol Fact families (addition facts) Find number bonds for numbers within 10 Numbers bonds to 10 Compare number bonds Addition - adding together, adding more Finding a part Introduce - Subtraction - taking away, how many left? crossing out, breaking apart Fact families - the 8 facts Counting back Finding the difference Comparing addition and subtraction statements a+b>c and a+b<c+d 	<p>Count in multiples of 2, 5 and 10.</p>	<p>Focus:</p> <ul style="list-style-type: none"> Celebrating birthdays. Recognising similarities between words in different languages. Enjoying a short story. Reacting to food items. Observing the preparation of a simple dish: tasting and reacting. 	
Science	Computing	PSHE	
<p>Everyday materials:</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>Key skills: iPad</p> <ul style="list-style-type: none"> Organise, store, manipulate and retrieve data in a range of digital formats 	<p>Jigsaw - Being me in my world</p> <ul style="list-style-type: none"> Belonging and feeling safe and happy Reconnecting with friends Being positive and looking forward to learning Managing worries and fears 	
Geography	History	PE	
<ul style="list-style-type: none"> N/A 	<p>I'm making history: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Skills:</p> <ul style="list-style-type: none"> Develop an awareness of the past by beginning to use dates to show where people and events fit into a chronological framework. Sequence events in their life. Create timelines. Remember parts of stories and memories about the past. Begin to understand some ways we find out about the past. Discover about the past through role play/drama. Identify similarities and differences between ways of life in different periods, including their own lives. Talk about what was important at a particular time. 	<p>Athletics-Off, up and away</p> <p>Skills: 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>Sunderland</p>	
Art	D&T	Music	
<p>3D mural - Street View</p> <p>Artist: James Rizzi (American pop artist)</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Produce creative work, exploring their ideas and recording their experiences. Evaluate and analyse creative works using the language of art, craft and design. 	<ul style="list-style-type: none"> N/A 	<p>Hey You! Old School Hip-Hop: How pulse, rhythm and pitch work together.</p> <p>Pulse Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4</p> <p>Rhythm Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4</p> <p>Melody (and notation) Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4</p> <p>Active Listening Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4</p> <p>Composing and Improvising Improvise simple rhythms based on given stimuli (e.g. rhythm grids) NC1.4</p> <p>Performing Play basic rhythms on untuned percussion instruments and using body percussion NC1.2</p> <p>Singing Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1</p>	