

Curriculum Overview for Year 1 Autumn

<p>English:</p> <p><u>Traditional tales, reports, fairy tales, free verse poetry, explanations</u></p> <p>Vocabulary grammar and punctuation</p> <ul style="list-style-type: none"> When I write I leave spaces between my words. I can use 'I'. I know that words can be put together to build sentences. I can use a full stop to end a sentence. I can use capital letters to start a sentence. I am beginning to use capital letters and full stops. I can join words with 'and' 	<p>Composition</p> <ul style="list-style-type: none"> I can think of and say a sentence before I write it. Before I write a sentence, I can say out loud what I am going to write. I can read aloud my own writing so my friends and the teacher can hear me <p>Handwriting</p> <ul style="list-style-type: none"> Collins Handwriting units: When writing, I sit and hold a pencil correctly. I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly. 	<p>Speaking and listening</p> <ul style="list-style-type: none"> I speak clearly and confidently in front of people in my class I can hold attention when playing and learning with others I join in with role play I listen carefully to things other people have to say in a group 	<p>Science: Can a polar bear live in the desert?</p> <ul style="list-style-type: none"> Can they <u>point</u> out some of the differences between different animals? Can they <u>identify</u> and name a variety of common animals that are carnivores, herbivores and omnivores? Can they <u>classify</u> animals by what they eat? (carnivore, herbivore, omnivore) Can they <u>compare</u> the bodies of different animals? Can they <u>name</u> a range of domestic animals? Can they <u>point</u> out differences between living things and non-living things? Can they <u>name</u> a range of wild animals? 	<p>Science 2: Can a polar bear live in the desert</p> <ul style="list-style-type: none"> Can they <u>identify</u> and <u>name</u> a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) Can they <u>sort</u> photographs of living things and non-living things? Can they <u>describe</u> how an animal is suited to its environment? Can they begin to <u>classify</u> animals according to a number of given criteria?
<p>Maths</p> <p>Number and place value</p> <p>Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words.</p> <p>To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Given a number, identify 1 more or 1 less.</p> <p>Count in multiples of 2 and 5.</p> <p>Count to 20, forwards and backwards, beginning with 0 or 1.</p> <p>Count, read and write numbers to 20 in numerals/words.</p>	<p>Addition and Subtraction</p> <p>Represent and use number bonds and related subtraction facts within 10, including the part/part/whole model.</p> <p>Add one-digit numbers, including zero.</p> <p>Solve one-step problems that involve addition and subtraction up to 10 and 20, using concrete objects and pictorial representations, and missing number problems.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Subtract one-digit numbers, including zero.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add one-digit and two-digit numbers to 20, including zero.</p>	<p>Geometry—shape</p> <p>Recognise and name common 2-D shapes.</p> <p>Recognise and name some common 3-D shapes.</p> <p>Describe direction and movement, including whole, half, quarter and three quarter turns.</p>	<p>PE: Personal Skills</p> <ul style="list-style-type: none"> I enjoy working on simple tasks with help. I can follow instructions, practise safely and work on simple tasks by myself. I try several times if at first I don't succeed and I ask for help when appropriate. <p>PE: Social Skills</p> <ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. I can help, praise and encourage others in their learning. 	<p>RE—</p> <p><u>What does it mean to belong to a faith community</u></p> <p><u>What do Christians believe God is like?</u></p> <p>I can identify what a parable is</p> <p>I can tell the story of the Lost Son from the Bible and recognise God as a forgiving father</p> <p>I can say why the story of the Lost Son is important to Christians</p> <p>I can give at least two examples of how Christians show their belief in God as loving and forgiving</p> <p>I can talk about an example of how Christians put their beliefs into practice in worship</p>
<p>History: Who are our local heroes?</p> <ul style="list-style-type: none"> I can <u>describe</u> things using words and phrases like: old, new and a long time ago. I can <u>recognise</u> that a story may have happened a long time ago. I can <u>select</u> objects belonged to the past. I can <u>recall</u> a familiar story set in the past. I can <u>reason</u> about how some famous people have helped our lives be better today. I can <u>recognise</u> that we celebrate certain events because of what happened many years ago. I can answer questions by <u>observing</u> an artefact/ photograph provided. I can <u>speculate</u> about what an object was used for in the past. I can <u>describe</u> things using words and phrases like: very old, when mummy and daddy were little. I can <u>select</u> the words before and after correctly. I can <u>reason</u> why I think a story was set in the past. I can <u>describe</u> why certain objects were different in the past, e.g. iron, music systems, televisions. I can <u>recall</u> an important historical event that happened in the past. I can answer questions by <u>observing</u> a range of artefacts/ photographs provided. I can <u>recall</u> and <u>summarise</u> information about a famous person by carrying out some research on him or her. 	<p>Geography: What can we see in Bolton?</p> <ul style="list-style-type: none"> I can <u>describe</u> what I like about my locality. I can <u>categorise</u> things I like and don't like. I can answer some questions by <u>selecting</u> different resources, such as books, the internet and atlases. I can <u>select</u> a few relevant questions to ask about a locality. I can <u>recall</u> someone my address. I can <u>compare/contrast</u> the main features of a hot and cold place. I can <u>describe</u> a locality using words and pictures. I can <u>identify</u> key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'. I can <u>recall</u> some of the main towns and cities in the United Kingdom. 	<p>Design and Technology:</p> <ul style="list-style-type: none"> I can <u>recall</u> that levers and sliders are mechanisms and can make things move. I can <u>identify</u> whether a mechanism is a lever or slider. I can <u>select</u> and use the correct vocabulary: I can <u>describe</u> the purpose of structures I can <u>identify</u> and turn 2D nets into 3D structures. I can <u>recognise</u> that the shape of materials can be changed to improve the strength and stiffness of structures. I can <u>demonstrate understanding</u> that cylinders are a strong type of structure. I can <u>describe</u> how windmill turbines work and <u>recall</u> how axles work in structures. <p>Art:</p> <ul style="list-style-type: none"> I can <u>explore</u> mark making. I can <u>select</u> 2D mathematical shapes to draw. I can <u>explore</u> and express line to represent a landscape and water. I can <u>recognise</u> the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy. I can <u>explore</u> and experiment with line. I can <u>explore</u> sketchbooks voluntarily to record thoughts and ideas and experiment with materials. I can <u>demonstrate understanding</u> of patterns in nature from observation I can <u>create</u> abstract compositions use various shapes. I can <u>create</u> original patterns and designs. 	<p>Computing—Digital citizenship</p> <ul style="list-style-type: none"> I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. (Butterfly feeling). I can use the internet with adult support to communicate with people I know. I can explain why it is important to be considerate and kind to people online. I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. <p>Music</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs, speaking chants and rhymes. Explore sounds around us and sounds of Instruments. Use various percussion instruments appropriately to make and combine sounds musically. Listen and understand live & recorded music. 	