

## <u>Year 1 2023-2024</u>

Subject	Autumn 1	Autumn 2			
RE	<b>Beginning with the Church</b>	From Advent to Christmas			
	• How does the Church welcome its new members?	• Understand we remember and wait for the birth of Jesus.			
		• Understand the Gospel of Luke record the birth of Jesus.			
		• Understand the local community celebrate the birth of Jesus.			
Maths	Exploring numbers to ten:	Exploring numbers to twenty:			
Following HFL Essential Maths	• Finding patterns, subitising, counting and comparing, finding greater than, less than, estimating and ordering, regrouping the whole, part whole addition	• Making 10 and some more. Estimating, ordering, finding one more and one less, doubling and halving, exploring odd and even numbers.			
	and subtraction, solving problems using part whole or unknown, finding equal to and balancing.	<ul> <li>Geometry:</li> <li>Exploring positional language, ordinal numbers.</li> <li>Naming and exploring properties of 2D and 3D shapes.</li> </ul>			
English	Phonics				
	Letters and Sounds – Phase 3 revision:				
	<ul> <li>Beginning new Phase 4 clusters: High Frequency words</li> <li>Handwriting, socuring our print formation</li> </ul>	S.			
	<ul> <li>Handwriting- securing our print formation.</li> <li>English:</li> </ul>				
	• Labels, lists and captions. Text- Plenty of Love to Go Around by Emma Chichester Clark.				
	<ul> <li>Recount based on personal experience. Text- Where's my Teddy? By Jez Alborough.</li> </ul>				
	• Narrative stories with predictable phrasing. Text- Farmer Duck By Martin Waddell and/ or Dear Zoo by Rod Campbell				
	Animals including Humans	Seasonal Change (Links with Geography			
Science	• Identify and name a variety of common animals that	<u>Curriculum)</u>			
	are birds, fish, amphibians, reptiles and mammals and identify carnivores, herbivores and omnivores.	<ul> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the</li> </ul>			
	<ul> <li>Describe and compare the structure of a variety of</li> </ul>	• Observe and describe weather associated with the seasons and how day length varies.			
	common animals (birds, fish, amphibians, reptiles				
	and mammals, and including pets).				
	• Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.				
	מששטרומוכע שונוו כמכוו שבוושב.				

Geography and/ or History	<ul> <li>Changes within living memory- Toys</li> <li>Place events and objects in chronological order.</li> <li>Use common words and phrases relating to the passing of time.</li> <li>Identify differences between ways of life at different times.</li> <li>Find out about the past from a range of sources and information. Ask questions about the past.</li> </ul>	<ul> <li>Significant Events: Remembrance November 2022</li> <li>Understand why we remember events of the past</li> <li>Understand how we remember during Remembrance month</li> </ul>
Music Following Sing Up	<ul> <li>Unit 1: Menu Song</li> <li>Participate in creating a dramatic group performance using kitchen-themed props.</li> <li>Copy a leader in a call-and-response song, waiting their turn to sing.</li> <li>Sing a cumulative song from memory, remembering the order of the verses.</li> <li>Play classroom instruments on the beat.</li> <li>Listen and move in time to the song.</li> </ul>	<ul> <li>Unit 2: Colonel Hathi's march</li> <li>Compose music to march to using tuned and untuned percussion.</li> <li>Respond to musical characteristics through movement.</li> <li>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</li> <li>Unit 3: Magical music aquarium</li> <li>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</li> <li>Sing a unison song rhythmically and in tune.</li> <li>Play percussion instruments expressively, representing the character of their composition.</li> <li>Listen to 'Aquarium', reflecting the character of the music through movement.</li> </ul>
Art following Access Art D&T	<ul> <li>Drawing- Spirals</li> <li>create drawings using your wrists elbow, shoulders, hips.</li> <li>create a "snail drawing'" on white cartridge paper or black sugar paper using chalk and oil pastels.</li> <li>personalise or make our own sketchbooks.</li> <li>apply our spiral explorations to observational drawings of shells.</li> <li>display the work made through the half term and talk about outcomes.</li> </ul>	<ul> <li>Mechanisms - design and make a toy-D&amp;T</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Select from and use a range of tools and equipment to perform practical tasks</li> <li>Explore and evaluate a range of existing products</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>

PE	Movement Skills We will develop our skills of: • Static and Dynamic balances • Hopping and jumping • Running and dodging	<ul> <li>Gymnastics</li> <li>We will develop our skills of:</li> <li>Floor shapes- basic floor shapes and gym posture, once foot balances, front, back and side support and crab and bridge pose.</li> <li>Floor movement- log roll, bunny hop, leap, side roll to knee, teddy bear roll.</li> <li>Apparatus- mounting the vault, straight jump, star jump, tuck jump, bunny hop on the bench, walking on the bench</li> </ul>		
Computing	<ul> <li>Discovering programming</li> <li>Name the main external parts of a computer and explore how they work together.</li> <li>Explore programmable devices relating their understanding of inputs and outputs to natural and digital systems.</li> <li>Use unplugged approaches and simple onscreen and physical devices to develop understanding of algorithms and programming,</li> <li>Develop their own skills in open programming time.</li> </ul>			
	<ul> <li>Online safety is taught in every computing lesson</li> <li>Explain why password and personal information are private.</li> <li>Describe the things that happen online that I must tell an adult about.</li> <li>Talk about why I should go online for a short amount of time and why it is important to be kind and and in real life.</li> </ul>			
P.S.H.E.	<ul> <li>Ten:Ten KS1 Module One: Created and Loved by God</li> <li>Developing an understanding of the importance of valuing themselves as the basis for personal relationships.</li> <li>Unit 1 Religious understanding</li> <li>Know we are created individually by God.</li> <li>Know we are created as a unity of body, mind, love and spirit: who we are matters.</li> <li>Develop an understanding of God and why we are important to Him.</li> <li>Expanded our thinking about the Kingdom of Heaven.</li> <li>Unit 2 Me, my body, my health.</li> <li>Understand why God made us.</li> <li>Recognise what makes us unique, our individual gifts, talents and skills.</li> <li>Recognise our body parts</li> </ul>	<ul> <li>Unit 3 Emotional Well-being</li> <li>Develop a range of vocabulary to describe feelings.</li> <li>Know that it is natural for us to relate to and trust one another</li> <li>Have a basic understanding that feelings and actions are two different things.</li> <li>Develop simple strategies of managing their feelings.</li> <li>Unit 4 Life Cycle</li> <li>Know and understand that there are natural life stages from birth to death, and what these are.</li> <li>Describe the cycle of life.</li> <li>Engage in discussion and questions in the stories</li> </ul>		

•	<ul> <li>Know that we have been created by God to be similar and different</li> <li>Know that we need to look after our bodies by staying clean and healthy</li> <li>Know the importance of sleep, rest and recreation for our health</li> </ul>	<ul> <li>Begin to understand how teasing and bullying are different</li> <li>Recognise the signs of bullying and teasing</li> </ul>	
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