

Year 1 Autumn Term Curriculum - Home Sweet Home

The Big Question: Why did the Fire of London spread so quickly?

Theme Words: Discover

Visitor/Visit

Topic Linked Subjects

English

Class Texts :

“The Three Little Pigs”
and “The Tiger Who
Came to Tea”

- Orally re-tell a range of different stories.
- Sequence key events of a story.
- Recognise a story has a beginning, middle and end.
- Identify and describe key events in a story.
- Create meaningful sentences.
- Write own stories based on a familiar story they know
- Recognise and identify key features in non-fiction writing.
- Use existing non-fiction texts to create their own non-fiction writing based on a topic.

History

Topic : London's

Burning!

Why did the fire of
London burn down so
many houses?

- Recognise events beyond living memory that are significant nationally or globally – Great Fire of London, Gun Powder Plot.
- Distinguish between past and present.
- Recognise that a story that has been read to them may have happened a long time ago.
- Order a few events or objects in order using common phrases to show passing of time.
- Use words and phrases such as: before, after, now.
- Recall some facts about people and events before living memory.
- Say why people may have acted the way they did.
- Recognise that we celebrate certain events such as Bonfire Night because of what happened many years ago.
- Identify ways in which the past is represented.
- Explore events; look at pictures and ask questions i.e. “Which things are old and which are new?”
Or “What were people doing?”
- Look at books, videos, photographs pictures and artefacts to find out about the past.
- Tell stories about the past using historical vocabulary.
- Present information about things from the past by writing, drawing and using ICT.

Science

Topic : Mighty Materials

Which materials work
well in building a house?

- 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.
 - 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.
 - Use simple equipment to help them make observations of a range of materials.
 - Perform a simple test.
 - Put some information in a simple table or chart.
 - Identify and sort materials into groups.
- Seasonal Changes
- Observe changes across the four seasons.
 - Observe and describe weather associated with the seasons and how day length varies.

DT

Topic : Happy Houses

How do you make a
house strong?

- Design a model house by:
 - Using pictures and words to convey what they want to design / make.
 - Exploring ideas by rearranging materials.
 - Selecting pictures to help develop ideas.
 - Using mock-ups e.g. recycled material trial models to try out their ideas.
- Make a model house by:
 - Selecting materials from a limited range.
 - Explaining what they are making.
 - Naming the tools they are using.

	<ul style="list-style-type: none"> • Evaluate the model house they have made by: <ul style="list-style-type: none"> - Exploring existing products and investigating how they have been made (including teacher-made examples). - Talking about their design as they develop and identify good and bad points. - Saying what they like and do not like about items they have made and attempt to say why. • Start to use technical vocabulary. • Cut out shapes which have been created by drawing round a template. • Join materials in a variety of ways. • Decorate using a variety of techniques. • Know some ways of making structures stronger. • Show how to stiffen some materials. • Know how to make a simple structure more stable. • Attach wheels to a chassis using an axle. • Know some different ways of making things move in a 2-D plane.
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Art <u>Topic : Making with Materials</u> How can materials be used?	<ul style="list-style-type: none"> • Record and explore ideas from first-hand observations. • Ask and answer questions about the starting points for their work. • Develop their ideas, try things out and change their minds. • Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. • Control the types of marks made with the range of media. • Observe and draw shapes from observations. • Draw different shapes. • Explore ideas using digital sources. • Create images and effects with lines, change the size of brushes, use an eraser, shape and fill tools, change colour and texture. • Develop cutting skills with scissors. • Hold scissors and develop control when cutting. • Gather and sort materials that they want to use – give them choices.
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Discreet Subjects	
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Maths	<p><u>Number: Place Value (within 10)</u></p> <ul style="list-style-type: none"> • Sort objects. • Count objects. • Represent objects. • Count, read and write forwards and backwards from any number 0 to 10. • Count one more and one less. • One-to-one correspondence to start to compare groups. • Compare groups using language such as equal, more/greater, less/fewer. • Introduce <, > and = symbols • Compare numbers • Order groups of objects • Order numbers • Ordinal number (1st, 2nd, 3rd ...) • Use a number line. <p><u>Number: Addition and Subtraction (within 10)</u></p> <ul style="list-style-type: none"> • Use part-part whole models. • Recognise and use the addition symbol. • Create fact families to 10. • Find number bonds for numbers within 10. • Use systematic methods for number bonds within 10. • Recognise number bonds to 10. • Compare number bonds. • Solve addition by adding together. • Solve addition by adding more. • Find a part
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	<ul style="list-style-type: none"> • Solve subtraction by taking away. • Recognise and use the subtraction symbol. • Solve subtraction by finding a part. • Find fact families using the 8 facts. • Solve subtraction by counting back. • Solve subtraction by finding the difference. • Compare addition and subtraction statements. <p><u>Geometry: Shape</u></p> <ul style="list-style-type: none"> • Recognise and name 3-D shapes. • Sort 3-D shapes. • Recognise and name 2-D shapes. • Sort 2-D shapes. • Patterns within 3-D and 2-D shapes. <p><u>Number: Place Value (within 20)</u></p> <ul style="list-style-type: none"> • Count forwards and backwards and write to 20 in numerals and words. • Explore numbers from 11 to 20. • Recognise tens and ones. • Count one more and one less. • Compare groups of objects. • Compare numbers. • Order groups of objects. • Order number.
RE	<p><u>God's Great Plan</u></p> <ul style="list-style-type: none"> • Be aware of the beauty of God's world. • Explore and respond to the wonders of creation, e.g. the seasons. • Hear about the story of Creation from Genesis and reflect on its meaning. • Know that God made us because He loves us but the first people, Adam and Eve, made some wrong choices. • Reflect on God's love for us. • Be aware that we have a responsibility to look after God's world. • Think of what we can do not to spoil the world. • Hear an appropriate part of the story of Noah and the Flood and reflect on its promise of hope. <p><u>Mary our Mother</u></p> <ul style="list-style-type: none"> • Know that God sent the Angel Gabriel to ask Mary to be the Mother of His Son and talk about Mary's response to this. • Hear about Mary's visit to her cousin Elizabeth and reflect on their good news. • Know that Advent is a time when we prepare to celebrate the birthday of Jesus and talk about the preparations we can make. • Know about the journey to Bethlehem and the birth of Jesus and think about what happened. • Know that the shepherds were the first to hear about the birth of Jesus. • Reflect on the joy of Mary and Joseph. • Know that Mary is our Mother too and think about how she looks after us.
PSHE	<p><u>Healthy Lifestyles (Physical Wellbeing)</u></p> <ul style="list-style-type: none"> • What keeping healthy means; different ways to keep healthy. • How physical activity helps us to stay healthy; and ways to be physically active everyday. • Simple hygiene routines that can stop germs from spreading. • Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. • The people who help us to stay physically healthy. <p><u>Mental Health</u></p> <ul style="list-style-type: none"> • Different feelings that humans can experience. • How to recognise and name different feelings.

	<ul style="list-style-type: none"> • How to recognise what others might be feeling. • Ways of sharing feelings; a range of words to describe feelings. <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • Recognise risk in simple everyday situations and what action to take to minimise harm. • Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. • The people whose job it is to help keep us safe. • What to do if there is an accident and someone is hurt. • How to get help in an emergency (how to dial 999 and what to say).
<p>Computing</p>	<p><u>Grouping and Sorting</u></p> <ul style="list-style-type: none"> • Sort images or text into two or more categories on a digital device. • Collect data on a topic. • Record myself explaining what I have done and what it shows me. <p><u>Pictograms</u></p> <ul style="list-style-type: none"> • Collect data on a topic. • Create a tally chart and pictogram. <p><u>Lego Builders</u></p> <ul style="list-style-type: none"> • Edit a photo with simple tools. • Use a paint/drawing app to create a digital image. • Begin to cut out an image to layer on another image. • Explore an interactive 360 image. • Scan a trigger image to begin a AR experience • Pretend to interact with AR objects • Create a sequence of sounds (instruments, apps/software) • Explore short and long sounds. • Record my voice and add different effects. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> • 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. • Use the internet with adult support to communicate with people I know. • Explain why it is important to be considerate and kind to people online. • Describe what information I should not put online without asking a trusted adult first. • Describe how to behave online in ways that do not upset others and can give examples. • Use the internet to find things out. • Use simple keywords in search engines. • Explain how passwords can be used to protect information and devices.
<p>PE</p>	<p><u>Games</u></p> <ul style="list-style-type: none"> • Pupils talk about what is different between what they did and what somebody else did. • Pupils can say how they could improve. • Pupils describe how their body feels before, during and after different physical activity. • Pupils explain what they need to do to keep safe and to keep healthy. • Travel on feet in different ways e.g. <i>run, skip, gallop.</i> • Jump in different ways e.g. <i>2-2, 2-1, 1-2, hop, leap.</i> • 'send' in different ways e.g. <i>throw, roll.</i> • Throw in different ways e.g. <i>underarm and overarm.</i> • Catch with both hands. • Roll a ball. • Kick in different ways e.g. <i>side and top of foot.</i> • Hit a ball. • Decide where the best place to be is in a game. • Cooperate in a team.

	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Pupils copy and remember actions. • Pupils repeat and explore actions with some control and coordination. • Pupils talk about what is different between what they did and what somebody else did. • Pupils can say how they could improve. • Copy actions and moves e.g. travels, turns, twists, stretches, jumps. • Vary actions and moves e.g. high, low, forwards, backwards, sideways. • Change movement speeds to fit the mood of the music. • Sequence and remember a simple dance routine. • Co-ordinate arm and leg actions with the music e.g. march and clap in time. • Interact with a partner e.g. hold hands, swap places, meeting and parting.
<p>Music</p>	<p><u>Hey You!</u></p> <ul style="list-style-type: none"> • Play a range of tuned and untuned instruments. • Keep to a steady pulse. • Choose how to represent different things e.g. sound. • Use pictorial representation to record what I have composed. • Explore different ways to play instruments. <p><u>Rhythm in the way we walk and Banana Rap</u></p> <ul style="list-style-type: none"> • Sing a wide range of songs (including rhymes and chants). • Keep to a steady pulse. • Start and finish with everybody else. • Listen to a range of music (written and performed for different purposes and occasions) with growing concentration. • Experience a live performance (musicians from music service / other children performing / theatre performances / concerts). • Identify fast / slow (tempo) loud and quiet (dynamics), high and low (pitch), long and short (duration).