

## Year 1 Curriculum overview – Autumn 1

English	Maths	Science	Jewish Learning
<p><b>Phonics focus</b> Phase 3 and 4 Review and Handwriting</p> <p><b>Key Texts</b> Who are you? (Non-fiction) Halibut Jackson When we were very young – poem</p> <p><b>Writing Focus</b> <b>Writing to Entertain</b> - Character description, Poetry <b>Writing to Inform text types</b> - Diary entry, Letter Check, edit and improve own writing</p> <p><b>SPAG</b> Weekly Spellings linked to phonics Sentence dictations using covered HFW Capital and Lowercase Letters Verbs Suffixes -ing Finger Spaces Writing Sentences</p>	<p><b>Area of Maths</b> <b>Number</b> Place Value within 10 Addition and Subtraction within 10</p> <p><i>Please see calculation policy for further information.</i></p>	<p><b>Topic:</b> Forces and Space – Seasonal Changes</p> <p><b>Key enquiry skills</b> To identify how the weather changes across the four seasons. To identify events and activities that take place in different seasons. To recognise how trees change across the four seasons. To recognise that daylight hours change across the four seasons. To record data in a pictogram. To observe changes across the four seasons. To gather and record data about how seasons change over time. To plan and carry out a weather report.</p>	<p><b>Key Texts</b> Red, Blue, and Yellow Yarn: A Tale of Forgiveness</p> <p><b>Key Questions</b> What do we do on the second day of Rosh Hashanah?  How do Jewish people believe that the world was created?  Why do we shake a Lulav and Etrog in 6 directions?  What happens in a synagogue on Simchat Torah?</p>
Humanities	Computing	Art or DT	PE
<p><b>Topic Overview:</b> <b>How am I making history?</b> To develop an understanding of personal chronology. To learn more about my history. To explore how we remember events. To find out what childhood was like for our parents and grandparents. To compare childhood now with childhood in the past. To identify that some things change and some things stay the same.</p>	<p><b>Topic Overview:</b> <b>Internet safety – Jesse and Friends</b> To understand what being online may look like and the different feelings we can experience online. To understand how to identify adults who can help. To understand that photos can be shared online and the importance of seeking permission before sharing a photo To know how to identify and approach adults who can help.</p>	<p><b>Topic Overview</b> <b>Art – Make your mark</b> To know how to create different types of lines. To explore line and mark making to draw water. To draw with different media. To develop an understanding of mark making. To apply an understanding of drawing materials and mark making to draw from observation.</p>	<p><b>Topic Overview</b> <b>Multi-skills</b> To explore static balancing and understand the concept of bases. To combine a number of co-ordination drills, using upper and lower body movements. To aim a variety of balls and equipment accurately. To time running to stop or intercept the path of a ball. To travel in different ways, showing clear transitions between movements.</p>

	<p>To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.</p> <p>To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.</p>		<p>To travel in different directions (side to side, up and down) with control and fluency.</p> <p>To practise ABC (agility, balance and co-ordination) at circuit stations.</p> <p><b>Boot camp</b></p> <p>To understand how to prepare the body for exercise.</p> <p>To understand what fitness means.</p> <p>To complete a range of circuit-based activities and understand the reason for doing them.</p> <p>To understand what happens to the heart rate during exercise.</p> <p>To complete different circuits with balance and co-ordination.</p>
Spanish or Hebrew	Music	PSHE or RSE	Enrichment
<p><u>Topic Overview</u></p> <p><b>First words</b></p> <p><u>Key questions:</u></p> <p>How do I say: hello, goodbye, yes, no, thank-you, please, I am (name)</p>	<p><u>Topic Overview</u></p> <p><b>Menu Song</b></p> <p><u>Focus</u></p> <p>Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p>	<p><u>Topic Overview</u></p> <p><b>Body parts and their functions</b></p> <p>To name, describe and compare parts of the body that we can see (external parts).</p> <p>To describe the structure and function of the skeleton.</p> <p>To identify the location and function of muscles.</p> <p>To recognise that the brain is an organ and learn what its function is.</p> <p>To recognise that the heart and lungs are organs, and to learn what their functions are.</p> <p>To recognise the organs involved in the digestive system and what their functions are.</p>	<p>Local Area Walk</p> <p>Family Afternoon Tea party</p>