



YEAR ONE AUTUMN TERM CURRICULUM

As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of roles and respond to others in role

As Readers:

- respond speedily with the correct sound to graphemes for all 40+ phonemes, read accurately by blending sounds in word, read common exception words, read aloud books that are consistent with developing phonic knowledge
- explore the key texts 'Old Bear' and 'Rapunzel' as vehicles for learning about key language features of fiction texts

As Writers:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower case letters in the correct direction, starting and finishing in the correct place
- form capital letters
- form digits 0-9
- combine words to make sentence
- join words and clauses using 'and'
- use of plural noun suffix -s, es
- use of suffix added to verbs -er
- leave spaces between words
- write simple narratives based on those they have read (a traditional tale and a finding story)
- write a simple set of instructions 'How to trap a witch'
- write a story about an old toy
- complete a dictated exercise using common exception words

As Mathematicians:

Place value (within 10)

- count, read and write forwards and backwards from any number 0 to 10
- know the symbols for equals, greater than and less than
- count one more and one less within 10
- compare and order groups of objects within 10
- compare and order numbers within 10

Addition and subtraction

- find number bonds for numbers within 10
- use part whole model to solve simple addition and subtraction problems
- learn fact families to make links between addition and subtraction

Place value (within 20)

- count, read and write forwards and backwards from any number 0 to 20
- partition numbers within 20 using tens and ones
- count one more and one less within 20
- compare and order groups of objects within 20
- compare and order numbers within 20

Shape

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres.
- describe position, direction and movement, including whole, half, quarter and three-quarter turns

<p><u>As Scientists:</u> <u>Our Bodies</u> *identify, name, draw and label parts of the human body and say which part of the body is associated with each sense</p> <p><u>Animal Parts</u> *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals *identify and name a variety of common animals that are carnivores, herbivores and omnivores *describe and compare the structure of a variety of common animals</p>	<p><u>As Computing Scientists:</u> <u>Online Safety</u> *To log in safely. *To learn how to find saved work in the Online Work area and find teacher comments. *To learn how to search Purple Mash to find resources. *To become familiar with the icons and types of resources available in the Topics section. *To start to add pictures and text to work. *To explore the Tools and Games section of Purple Mash. *To learn how to open, save and print. *To understand the importance of logging out. <u>Pictograms</u> *To understand that data can be represented in picture format. *To contribute to a class pictogram. *To use a pictogram to record the results of an experiment. <u>Grouping and Sorting</u> *To sort items using a range of criteria. *To sort items on the computer using the 'Grouping' activities in Purple Mash.</p> <p><u>Key Apps</u> Purple Mash</p>	<p><u>As Historians:</u> <u>Childhood</u> *To develop an awareness of the past and use common words and phrases related to the passing of time</p> <p>*Learn about changes within living memory (Everyday life in the 1950s) *Learn about events beyond living memory (Queen Elizabeth II's coronation). *use photographic sources and primary sources in the form of past pupils</p>	<p><u>As Geographers:</u> <u>Bright Lights, Big City</u> *Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Use world maps, atlases and globes to identify the UK and its countries. *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. *Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. *Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Liverpool), and of a small area in a contrasting non-European country (Beijing).</p>	<p><u>As Musicians:</u> *Manage a cumulative structure and remember the order of events *Work with others to give a performance with props *Use dynamics to enhance the mood of a song *Mark rests with sound-makers *Sing a verse in a small solo group *Maintain a rhythmic ostinato during a performance *Identify and follow a simple song structure and rhyme pattern *Chant rhythmically, keeping together as a group, marking rests accurately *Create and perform a new rap</p>
<p><u>Key Vocabulary:</u> human, skeleton, veins, blood, taste, hearing, touch, smell, sight, senses, fish, amphibian, reptile, bird, mammal, adaptation, carnivore, domestic animal, habitat, herbivore, omnivore, pet, predator, prey, wild animal deciduous, evergreen, leaves, berries, fruit, season</p>	<p><u>Key Vocabulary:</u> Alert,avatar, button, device, log in, My work area, file name, log out, notification, private, icon , menu , password, save, search, collect data, compare, data, pictogram, title, record results</p>	<p><u>Key Vocabulary:</u> Artefact, childhood, housewife, museum. past, present, today, Victorian, change</p>	<p><u>Key Vocabulary:</u> Capital city, town, village, country, landmark, physical feature, human feature, settlement, Liverpool, Beijing, locality, school, school grounds. West Kirby, Wirral, England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast.</p>	<p><u>Key Vocabulary:</u> pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,</p>

<p>As Artists:</p> <ul style="list-style-type: none"> *Explore and investigate what is a portrait *Recognise emotions and investigate/explore how different emotions affect our facial features. *Select materials to create a sense of mood and emotion. *Investigate drawing tools *Create a self-portrait collage 	<p>For spiritual and moral development, children will be learning about:</p> <ul style="list-style-type: none"> *What it means to belong *What makes a family *What it means to belong to a Christian community What Christians believe they need to do in order to lead a good life *That there are different types of families and different ways of belonging to a family. *That they belong to a class community. *How they belong, who they are, linking to work on identity and belonging? *Respond to questions about belonging to a school community. *The Christian community and what they value and how they belong. * What it means to belong to a Christian community? * Everybody being included. * What makes a good friend? *To know what a festival is and why festivals are celebrated. *To know the main events of the Christmas story. *To know and understand the symbols traditionally associated with Christmas and their meanings. *To know why Christmas is an important festival for many Christians. 	<p>Enhancements, Visits & Key Dates:</p> <ul style="list-style-type: none"> *Visit to Liverpool *Visit from person who lived in the 1950s. *Victorian day in school 	<p>As Respectful Responsible Citizens:</p> <p>Being me in my World</p> <ul style="list-style-type: none"> -To feel special and safe in class. -To know that I belong in my class. -To know how to make my class a safe place for everybody to learn. -To recognise how it feels to be proud of an achievement. -To recognise the range of feelings when I face certain consequences. -To understand my choices in following the Learning Charter. <p>Celebrating Differences</p> <ul style="list-style-type: none"> -To tell some ways in which I am the same as my friends. -To tell you some ways I am different from my friends -To learn what bullying is. -To know some people who I could talk to if I was feeling unhappy or being bullied. -To know how to make new friends -To understand these differences make us all special and unique 	<p>As Design Technologists:</p> <ul style="list-style-type: none"> *Investigate what is weaving *Experiment weaving with different types of materials *Generate and explore design ideas for a woven decoration *Develop skills in weaving *Make a woven decoration *Share/reflect and evaluate a woven decoration
<p>Key Vocabulary:</p> <p>Portrait, self-portrait, emotions, happy, sad, angry, cheerful, photograph, drawing, painting, collage, material, texture, shiny, dull, scratchy, prickly, rough, smooth, sparkly, reflective, features, iris, pupil, detail, block paint, tone, shape.</p>	<p>Key Vocabulary:</p> <p>Christianity, belonging, family, group, club, badge, logo, flag, Christian , Christmas, special, angel, Jesus, Mary, Joseph, shepherd, Wise Men, Bible, innkeeper, donkey, present, stable, Gold, Myrrh, Frankincense.</p>		<p>Key Vocabulary:</p> <p>special, family, security, happiness, caring, kindness, respect, healthy, honesty, truthfulness, friendship, differences, police, firefighter, lifeboat, coastguard, ambulance, paramedic</p>	<p>Key Vocabulary</p> <p>Weaving, loom, needle, yarn, warp, weft, tradition, basket weaving, paper weaving, woven, decoration, materials.</p>

Wider texts

Autumn 1

Fiction

Jolly Tall by Jane Hissey
Hoot by Jane Hissey
Ruby, Blue and Blanket by Jane Hissey
Old Bear Stories by Jane Hissey
Ruff by Jane Hissey
Little Bear and the Silver Star by Jane Hissey
Dogger by Shirley Hughes
Threadbear by Mick Inkpen
Where's my Teddy? by Jez Alborough
Lost in the Toy Museum: An Adventure by David Lucas
Once There Were Giants by Martin Waddell
Me and My Family Tree by Joan Sweeney
Who's In My Family?: All About Our Families by Robie H. Harris
My Grandpa is Amazing by Nick Butterworth
My Grandma is Wonderful by Nick Butterworth
Grandma's House by Alice Melvin
Alfie and Grandma by Shirley Hughes
The Paper Dolls by Julia Donaldson
Avocado Baby by John Burningham
Beegu by Alexis Deacon
Can't You Sleep Little Bear? by Martin Waddell
Cops and Robbers by Janet and Allan Ahlberg
Elmer by David McKee
Knuffle Bunny by Mo Williams
Lost and Found by Oliver Jeffers
Peace at Last by Jill Murphy
The Elephant and the Bad Baby by Elfrida Vipont
The Tiger Who Came To Tea

Wider texts

Autumn 2

Fiction

The Troll by Julia Donaldson
Troll Stinks by Jeanne Wills and Tony Ross
Little Red by Bethan Woollvin
Hansel and Gretel by Bethan Woollvin
I can catch a monster by Bethan Woollvin
Three Little Vikings by Bethan Woollvin
Jack and the beanstalk by Ed Bryan
The Magic Paintbrush by Julia Donaldson
The Lion Inside by Rachel Bright
Animal Poems by Jennifer Curry
The Tiger Who Came to Tea by Judith Kerr
Dear Zoo by Rod Campbell
Alan's Big, Scary Teeth by Jarvis
Puss in Boots by Ladybird

Non Fiction

STEM solves Fairy tales Rapunzel by Jasmine Brooke
Inside the Villains by Clotilde Perrin
Tigers by James Maclaine
Usborne Children's Picture Atlas of Animals by Hazel Maskell
Just So Stories by Rudyard Kipling
Welcome to the Zoo by Alison Jay

Non Fiction

Toys Galore by Peter Stein

Toys and Games (History Snapshots) byt Sarah Ridley

My Family Remembers: The 1950s by Kathryn Walker

In The Past: Toys by Dereen Taylor

Ways Into History: Toys and Games by Sally Hewitt

Info Buzz: Toys by Izzi Howell

Home Life: Through the Years by Clare Lewis

Entertainment: Through the Years by Clare Lewis

Getting Around: Through the Years by Clare Lewis

Tell Me What You Remember: Family by Sarah Ridley

The Great Big Book of Families by Mary Hoffman

How Will I Grow? by Nick Manning

The Story of the Windrush by K.N. Chimbiri