



## 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 'Major Glad, Major Dizzy' 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



<p><b><u>As Scientists:</u></b></p> <p><b><u>Our Bodies</u></b></p> <p>*identify, name, draw and label parts of the human body and say which part of the body is associated with each sense</p> <p><b><u>Animal Parts</u></b></p> <p>*identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>*identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>*describe and compare the structure of a variety of common animals</p> <p><b><u>Autumn and Winter Walks</u></b></p> <p>*observe seasonal changes</p> <p>*observe and describe the different weather associated with the seasons and day length</p>	<p><b><u>As Computing Scientists:</u></b></p> <p><b><u>Online Safety</u></b></p> <p>*To log in safely.</p> <p>*To learn how to find saved work in the Online Work area and find teacher comments.</p> <p>*To learn how to search Purple Mash to find resources.</p> <p>*To become familiar with the icons and types of resources available in the Topics section.</p> <p>*To start to add pictures and text to work.</p> <p>*To explore the Tools and Games section of Purple Mash.</p> <p>*To learn how to open, save and print.</p> <p>*To understand the importance of logging out.</p> <p><b><u>Pictograms</u></b></p> <p>*To understand that data can be represented in picture format.</p> <p>*To contribute to a class pictogram.</p> <p>*To use a pictogram to record the results of an experiment.</p> <p><b><u>Grouping and Sorting</u></b></p> <p>*To sort items using a range of criteria.</p> <p>*To sort items on the computer using the 'Grouping' activities in Purple Mash.</p> <p><b><u>Key Apps</u></b></p> <p>Purple Mash</p>	<p><b><u>As Historians:</u></b></p> <p><b><u>Childhood</u></b></p> <p>*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)</p> <p>*Learn about events beyond living memory (Queen Elizabeth II's coronation).</p> <p>*use photographic sources and primary sources in the form of past pupils</p>	<p><b><u>As Geographers:</u></b></p>	<p><b><u>As Musicians:</u></b></p> <p>*Manage a cumulative structure and remember the order of events</p> <p>*Work with others to give a performance with props</p> <p>*Use dynamics to enhance the mood of a song</p> <p>*Mark rests with sound-makers</p> <p>*Sing a verse in a small solo group</p> <p>*Maintain a rhythmic ostinato during a performance</p> <p>*Identify and follow a simple song structure and rhyme pattern</p> <p>*Chant rhythmically, keeping together as a group, marking rests accurately</p> <p>*Create and perform a new rap</p>
<p><b><u>Key Vocabulary:</u></b></p> <p>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</p> <p>deciduous, evergreen, leaves, berries, fruit, season</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>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><b><u>Key Vocabulary:</u></b></p> <p>Artefact, childhood, housewife, museum. past, present, today, Victorian, change</p>	<p><b><u>Key Vocabulary:</u></b></p>	<p><b><u>Key Vocabulary:</u></b></p> <p>pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,</p>

<p><b><u>As Artists:</u></b></p> <p><b><u>Funny Faces and Fabulous Features</u></b></p> <p>*Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</p> <p>*Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to create a self-portrait.</p> <p>*Use textural materials, including paper and fabric, to create a simple collage.</p> <p>*Describe and explore the work of significant artists (Pablo Picasso, Andy Warhol, Frida Kahlo and Ernst Ludwig Kirchner).</p> <p><b><u>Mix it!</u></b></p> <p>*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Knowing the primary colours and mixing the secondary colours).</p> <p>*Identify and use paints in the primary colours.</p> <p>*Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (Wassily Kandinsky and Piet Mondrian)</p> <p>*Make simple prints and patterns using a range of liquids including ink and paint.</p> <p><b><u>Paws, Claws and Whiskers</u></b></p> <p>*Use soft and hard pencils to create different types of line and shape to draw different big cats.</p> <p>*Evaluate and analyse creative works using the language of art, craft and design in the context of saying what they like about their own or others' work using simple artistic vocabulary.</p> <p>*Use a range of materials creatively to design and make products in the context of making large scale paintings of various big cats.</p> <p>*Use textural materials, including paper and fabric, to create a simple collage of animal skin patterns.</p> <p>*Create a painting of their favourite animal using paints in the primary colours.</p>	<p><b><u>For spiritual and moral development, children will be learning about:</u></b></p> <p>*Gifts - how can our hands serve and help? How do clergy use their hands? How did Jesus use his hands? How do we share at Harvest time?</p> <p>*Preparing for a celebration - What does it mean to belong to Christianity? Christian celebrations and how we prepare to celebrate (including weddings, baptisms, Advent and Christmas).</p> <p>*The New Testament - What do you know about the story of Jesus' birth?</p> <p>*Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make (Saudi Arabia)</p> <p>*Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come (The Birth of Muhammad).</p> <p>*Find out about questions of right and wrong and begin to express their ideas and opinions in response (Al-Amin).</p> <p>*Notice and respond sensitively to some similarities between different religions and world views (Why Muhammad is so special to Muslims)</p> <p>*Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>*Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make (Visitor coming to school to discuss the importance of Muhammad). *Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or</p>	<p><b><u>Enhancements, Visits &amp; Key Dates:</u></b></p> <p>*Visits to St. Michael's Church</p> <p>*Visit from person who lived in the 1950s.</p> <p>- Visit to Knowsley Safari Park</p>	<p><b><u>As Respectful Responsible Citizens:</u></b></p> <p><b><u>Being me in my World</u></b></p> <p>-To feel special and safe in class.</p> <p>-To know that I belong in my class.</p> <p>-To know how to make my class a safe place for everybody to learn.</p> <p>-To recognise how it feels to be proud of an achievement.</p> <p>-To recognise the range of feelings when I face certain consequences.</p> <p>-To understand my choices in following the Learning Charter.</p> <p><b><u>Celebrating Differences</u></b></p> <p>-To tell some ways in which I am the same as my friends.</p> <p>-To tell you some ways I am different from my friends</p> <p>-To learn what bullying is.</p> <p>-To know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p>-To know how to make new friends</p> <p>-To understand these differences make us all special and unique</p>	<p><b><u>As Design Technologists:</u></b></p>
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	poetry (Writing their own names in Arabic).			
<b><u>Key Vocabulary:</u></b> Sketch, collage, composition, facial feature, subject, texture	<b><u>Key Vocabulary:</u></b> clergy, Harvest, celebration, Christianity, Christian, wedding, marriage, baptism, Advent, Christmas, New Testament, Old Testament, Christingle, Allah, Arabic, beliefs, calligraphy, honest, Mecca, Muhammad, prophet, Saudi Arabia, trustworthy		<b><u>Key Vocabulary:</u></b> special, family, security, happiness, caring, kindness, respect, healthy, honesty, truthfulness, friendship, differences, police, firefighter, lifeboat, coastguard, ambulance, paramedic	<b><u>Key Vocabulary</u></b>

<b><u>Wider texts</u></b> <b><u>Autumn 1</u></b>  <b><u>Fiction</u></b> Naughty Bus by Jan Oke Traction Man by Mini Grey Old Bear by Jane Hissey Dogger by Shirley Hughes Threadbear by Mick Inkpen Where's my Teddy? by Jez Alborough Wilfrid Gordon McDonald Partridge by Mem Fox 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 Grandad's Island by Benji Davies Grandma's House by Alice Melvin Alfie and Grandma by Shirley Hughes The Paper Dolls by Julia Donaldson	<b><u>Wider texts</u></b> <b><u>Autumn 2</u></b>  <b><u>Fiction</u></b> The Troll by Julia Donaldson Troll Stinks by Jeanne Wills and Tony Ross Little Red by Bethan Woollvin Hansel and Gretel 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  <b><u>Non Fiction</u></b> STEM solves Fairy tales Rapunzel by Jasmine Brooke Inside the Villains by Clotilde Perrin Tigers by James Maclaine
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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

### **Non Fiction**

Toys Galore by Peter Stein  
Toys and Games (History Snapshots) by 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

Usborne Children's Picture Atlas of Animals by Hazel Maskell  
Just So Stories by Rudyard Kipling  
Welcome to the Zoo by Alison Jay