



## YEAR ONE AUTUMN TERM CURRICULUM 2020–21

### 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>As Scientists:</b></p> <ul style="list-style-type: none"> <li>*identify, name, draw and label parts of the human body and say which part of the body is associated with each sense</li> <li>*identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>*identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>*describe and compare the structure of a variety of common animals</li> <li>*observe seasonal changes</li> <li>*observe and describe the different weather associated with the seasons and day length</li> </ul>	<p><b>As Computing Scientists:</b> <u>Information technology</u></p> <ul style="list-style-type: none"> <li>*use technology purposefully, to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><b>Key Apps</b> Purple Mash</p>	<p><b>As Historians:</b></p> <ul style="list-style-type: none"> <li>*develop an awareness of the past and use common words and phrases related to the passing of time</li> <li>*Learn about changes within living memory.</li> <li>*Learn about events beyond living memory</li> <li>*use photographic sources and primary sources in the form of past pupils</li> </ul>	<p><b>As Geographers:</b></p> <ul style="list-style-type: none"> <li>*use simple observational skills to study the geography of their school in relation to rest of world</li> <li>*use simple fieldwork skills to study the geography of the school grounds</li> <li>*understand and use the vocabulary of the key human and physical features in the school grounds</li> </ul>	<p><b>As Musicians:</b></p> <ul style="list-style-type: none"> <li>*Manage a cumulative structure and remember the order of events</li> <li>*Work with others to give a performance with props</li> <li>*Use dynamics to enhance the mood of a song</li> <li>*Mark rests with sound-makers</li> <li>*Sing a verse in a small solo group</li> <li>*Maintain a rhythmic ostinato during a performance</li> <li>*Identify and follow a simple song structure and rhyme pattern</li> <li>*Chant rhythmically, keeping together as a group, marking rests accurately</li> <li>*Create and perform a new rap</li> </ul>
<p><b>Key Vocabulary:</b> 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><b>Key Vocabulary:</b> Login, username, password, avatar, my work, logout, save, notification, topics, tools</p>	<p><b>Key Vocabulary:</b> Artefact, childhood, housewife, museum. past, present, today, Victorian, change</p>	<p><b>Key Vocabulary:</b> car park, school, woodland, field, path, bench, playground, flower bed, fence, gate, human, physical, key, West Kirby, Wirral, peninsula</p>	<p><b>Key Vocabulary:</b> pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,</p>
<p><b>As Artists:</b></p> <ul style="list-style-type: none"> <li>*Use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>*Use a range of materials creatively to design and make products</li> <li>*Learn about the work of a range of artists</li> </ul>	<p><b>For spiritual and moral development, children will be learning about:</b></p> <ul style="list-style-type: none"> <li>*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?</li> <li>*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).</li> <li>*The New Testament - What do you know about the story of Jesus' birth?</li> </ul>	<p><b>Enhancements, Visits &amp; Key Dates:</b></p> <ul style="list-style-type: none"> <li>*Visit to St. Michael's Church</li> <li>*Visit to Liverpool Museum</li> <li>*Visit from a member of the local community who attended BHHI</li> <li>*Anti-Bullying Week Monday 11<sup>th</sup> – 15<sup>th</sup> November</li> <li>*Road Safety Week – Monday 18<sup>th</sup> – 24<sup>th</sup> November</li> </ul>	<p><b>As Respectful Responsible Citizens:</b></p> <ul style="list-style-type: none"> <li>*Class rules/contributing to life of classroom</li> <li>*My special people – What makes a healthy family life? Features should lead to happiness and security</li> <li>*Caring friendships - What is friendship? What makes a good friend and a healthy friendship? – turn taking, kindness, consideration, honesty, truthfulness</li> <li>*Respectful Friendships – using manners, importance of</li> </ul>	<p><b>As Design Technologists:</b></p> <ul style="list-style-type: none"> <li>*select from and use a range of tools and equipment to perform practical tasks</li> </ul>

			respecting others even when they are different from them *Special people in the community – how are they contacted in an emergency? Keeping safe	
<u>Key Vocabulary:</u> Sketch, collage, composition, facial feature, subject, texture	<u>Key Vocabulary:</u> clergy, Harvest, celebration, Christianity, Christian, wedding, marriage, baptism, Advent, Christmas, New Testament, Old Testament		<u>Key Vocabulary:</u> special, family, security, happiness, caring, kindness, respect, healthy, honesty, truthfulness, friendship, differences, police, firefighter, lifeboat, coastguard, ambulance, paramedic	<b>Key vocabulary</b> Join, cut, fold, stick, evaluate, scissors, glue, masking tape, cellotape,