



# Alice Ingham RC Primary School

## Year 1 – Curriculum Overview - Autumn Term

	Autumn: Half Term 1					Half Term	Autumn: Half Term 2		
<b>Religion</b>	Exploring our School Mission Statement	Who is our Class Saint? St George	Domestic Church: Families	Harvest	Baptism: Belonging		Baptism: Belonging (con't)	Advent: Waiting	
<b>English</b>	Poetry - Performance					Poetry – Wishes			
	Fiction		Non-Fiction			Fiction		Non-Fiction	
	<b>Model Text</b> The Three Billy Goats Gruff		<b>Model Text</b> Captions & Labels			<b>Model Text</b> Owl Babies		<b>Model Text</b> Fact file - Owls	
	<b>Genre</b> Traditional Tale		<b>Genre</b> Information			<b>Genre</b> Tale of Fear		<b>Genre</b> Information	
	<b>Toolkit</b> Full stops Capital letters		<b>Toolkit</b> CAPs into writing			<b>Toolkit</b> Character		<b>Toolkit</b> Information	
<b>Writing outcome</b> Simple innovation		<b>Writing outcome</b> Label parts of a troll			<b>Writing outcome</b> Innovation of Owl Babies		<b>Writing outcome</b> Innovated fact file - foxes		
<b>Cross curricular writing Lists</b>						<b>Cross curricular writing Captions and labels</b>			



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Maths	Numbers to 10	Part/Whole within 10	Addition and Subtraction to 10		Addition and Subtraction within 10 (con't)	2D & 3D Shapes	Numbers to 20
	<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>				<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> <li>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]</li> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> </ul>		



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<b>Science</b>	<b>My Body</b>		<b>Identifying Animals</b>
	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>		<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• identifying and classifying</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 (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>
<b>Geography</b>	<b>Where do I Live?</b>		
	<p>NC Objective:</p> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>		



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<p><b>History</b></p>			<p style="text-align: center;"><b>Toys in the Past</b></p> <p>NC Objective: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> <li>• To be able to describe the characteristics of toys.</li> <li>• To find out what toys our parents and grandparents played with.</li> <li>• To find out what toys were like at different times in the past.</li> <li>• To be able to identify toys that are old and toys that are new.</li> <li>• To be able to describe how toys are different and how they are the same.</li> <li>• To be able to create a toy museum.</li> </ul>
<p><b>Art</b></p>	<p style="text-align: center;"><b>Colour Creations</b></p> <p>NC Objectives:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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</li> </ul>		
<p><b>Design Technology</b></p>			<p style="text-align: center;"><b>Moving Storybooks</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles]</li> <li>• Design purposeful, functional appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>



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			<ul style="list-style-type: none"> <li>Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas against design criteria</li> </ul>
<b>Computing</b>	i-Loop		i-Code
	Pupils will be taught to <ul style="list-style-type: none"> <li>know the intro and verse are first sections of a song</li> <li>know what the word structure means</li> <li>can add live loops to their project</li> <li>can add at least 4 instruments in their project</li> </ul>	Pupils will be taught to <ul style="list-style-type: none"> <li>know what a computer is and what it is used for</li> <li>know that instructions are also known as algorithms</li> <li>understand that computers aren't capable of thought</li> <li>know what functions do to our code</li> </ul>	
<b>Music</b>	Music Theory Lite		Singing
	Pupils will be taught to <ul style="list-style-type: none"> <li>name some instruments used in a jazz ensemble</li> <li>sing through "Do, Re, Mi" while using hand signals</li> <li>understand how long a crotchet, minum and semibreve last for</li> <li>can recognise replicate a treble and bass clef</li> </ul>	Pupils will be taught to <ul style="list-style-type: none"> <li>how to warm up their voices before singing.</li> <li>the correct way to stand when they sing.</li> <li>how to use breath control when they sing.</li> <li>the difference between singing loudly and shouting.</li> <li>understand what call and response is and how to use it in a group context.</li> <li>are able to use call and response within a group context and come up with their own call and response.</li> <li>understand that using actions whilst they sing helps them to remember songs.</li> </ul>	
<b>MFL (Spanish)</b>	Spanish Lite – Unit 1		Spanish Lite – Unit 2
	Pupils will be taught to <ul style="list-style-type: none"> <li>say 'hello' and 'goodbye' with a low level of accurate pronunciation.</li> <li>say 'please' and 'thank you' with a low level of accurate pronunciation.</li> </ul>	Pupils will be taught to <ul style="list-style-type: none"> <li>say some of the numbers 11-20 with a low level of accuracy.</li> <li>say 4 of the colours covered in the unit.</li> <li>say four of the animals covered in the unit.</li> </ul>	



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	<ul style="list-style-type: none"> <li>say over five of the numbers 1-10 with a low level of accuracy.</li> <li>understand the questions introduced in this unit and give one word answers to them.</li> </ul>		<ul style="list-style-type: none"> <li>answer familiar questions with single word answers or sentences with a low level of accuracy.</li> </ul>
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PE	Ball Skills	Throwing and Catching		Dance	Athletics
	Pupils should be taught to: <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>			Pupils will be taught to: <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>perform dances using simple movement patterns</li> </ul>	