



English

Labels, Lists and Captions

Non – Fiction Writing to inform

Core Text: **Jasper’s Beanstalk** by Mick Inkpen and Nick Butterworth

Narrative 2

Peter Puffin – children write their own narrative based on the story

Sentence structure: writing skills

Purple is... poetry writing

Gruffalo Crumble- recipe book- instructional writing.

Stop! That’s not my Story, Professor Goose Debunks Goldilocks- narrative writing.

Character descriptions.

Letter Writing to Father Christmas.

Phonics (EYFS ,KS1)

Reinforcing Phase 3 and learning Phase 5

Class book: The owl who was afraid of the dark

Key texts:

***Jasper’s Beanstalk** by Emma Chichester Clark
Writing labels.

* **Coming to England** by Floella Benjamin.

* **Tinga Tinga tales** (Black History week)

***Peter Puffin**

***The Jolly Christmas Postman** by Allan and Janet Ahlberg

***Gruffalo Crumble**

***Stop! That’s not my Story, Professor Goose Debunks Goldilocks**

CURRICULUM INFORMATION

Autumn 2024

YEAR 1

RE

Autumn 1 Creation and covenant

Children will be able to:

- Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God’s world and retell this story in any form.
- Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth.
- Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation.
- Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.
- Know that Pope Francis wrote a letter, called *Laudato Si’*, about the gift of Creation and the importance of taking care of the world as it is everyone’s home.
- Recognise that prayer is a way of drawing closer to God.


Autumn 2 Prophecy and Promise

Children will be able to:

- Recognise that, for Christians, the Christmas story reveals God’s love by sending Jesus his Son.
- Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.
- Sequence the accounts from the Annunciation through to the visit of the shepherds.
- Know that in the Annunciation God called Mary and she said ‘Yes’ to his call and why this makes Mary important for Christians.
- Match the first words of the Hail Mary with the words of the Angel Gabriel.
- Recognise that angels bring God’s message and are a sign that Jesus is the Son of God

Maths

- positional language including ordinal numbers.
- Find patterns in numbers, count and compare using more and less.
 - Estimate and order
- Part Whole addition and subtraction
 - Making 10 and some more
 - Doubling and halving
 - Odd and Even numbers
 - 2-D and 3-D shapes.
 - * using tens frames
 - * part whole models

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| <p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;"><u>Everyday Materials</u></p> <p>*distinguish between an object and the material from which it is made</p> <p>*identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>*describe the simple physical properties of a variety of everyday materials</p> | <p style="text-align: center;"><u>Geography</u></p> <p style="text-align: center;">My Local Area</p> <ul style="list-style-type: none"> • Locating where they live on an aerial photograph, recognising features within a local context. • Creating maps using classroom objects before drawing simple maps of the school grounds. • Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. <hr/> <p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">How am I making history?</p> <ul style="list-style-type: none"> • Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. • They begin to look at a simple timeline extending back to before they were born. | <p style="text-align: center;"><u>Music</u></p> <p>Keep a steady pulse through musical games, action songs and other musical activities. Use voice in different ways and begin to “find” their singing voice. Experience tempo and dynamics through movement and other games which require children to use listening and responding. Follow musical instructions. Become familiar with some musical vocabulary for tempo/dynamics. Listen to music and say whether they like or dislike it.</p> |
| <p style="text-align: center;"><u>Computing</u></p> <p>Unit 1.1 Online safety * To learn how to log in safely with their own log ins. To locate saved work. To learn the importance of logging out safely.</p> <p>Unit 1.2 Sorting. * Sorting objects in real life and online.</p> <p>Exploring purple mash</p> <ul style="list-style-type: none"> • * To learn what resources are available in topics. To learn how to add pictures and text to work. To explore the games section | <p style="text-align: center;"><u>Topic launch-Activity & Data</u></p> <p>Autumn 1 – How am I making history?</p> <div style="text-align: center;">  </div> <p>Topic launch- 8.9.2024</p> | <p style="text-align: center;"><u>PSHE - Jigsaw</u></p> <p>Being in my World *feeling special & safe-discussing what makes me unique. *Understanding that I am part of my class. *Rights & Responsibilities in class and in wider community. *Rewards & feeling proud *Consequences *Owning our Learning Charter</p> <p>Celebrating Difference * encouraging children to identify their talents. *Being special. * looking at Families. *Where we live. *Making friends and what it means to be a good friend. *Standing up for yourself.</p> |
| <p style="text-align: center;"><u>Art</u></p> <p>Formal elements of art</p> <p>*Exploring shape, line and colour: mixing and painting with secondary colours, using circles to create abstract compositions</p> | <p>Autumn 2- My local area</p> | <p style="text-align: center;"><u>PE</u></p> <p>Fundamentals: Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> |

and working collaboratively to create a class piece of art inspired by water

D.T.

Materials- Wheels and axels
Children will learn about the key part of wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.



Topic launch- 7.10.24

Balancing: move with some control and balance. Explore stability and landing safely.

Jumping: demonstrate control in take-off and landing when jumping.

Hopping: begin to explore hopping in different directions.

Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.

Ball skills:

Sending: roll and throw with some accuracy towards a target.

Catching: begin to catch with two hands. Catch after a bounce.

Tracking: track a ball being sent directly.

Dribbling: explore dribbling with hands and feet.

Dance:

Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.

Dynamics: explore varying speeds to represent an idea

Space: explore pathways within my performance.

Relationships: begin to explore actions and pathways with a partner.

Performance: perform on my own and with others to an audience.

Yoga:

Balance: perform balances and poses making my body tense, stretched and curled.

Flexibility: explore poses and movements that challenge my flexibility.

Strength: explore strength whilst transitioning from one pose to another.

- Mindfulness: recognise my own feelings in response to a task or activity.