

Curriculum Implementation: Year group __1__

When:	Autumn 1 Ourselves and other animals
Theme:	Autumn 2 The world around us
Science	<p>Identifying and classifying.</p> <p>Gathering and recording data to help in answering questions. Children can:</p> <ul style="list-style-type: none"> a use simple features to compare objects, materials and living things; b decide how to sort and classify objects into simple groups with some help; c record and communicate findings in a range of ways with support; <p>sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p><u>DRAWING CONCLUSIONS, NOTICING PATTERNS AND PRESENTING FINDINGS</u></p> <ul style="list-style-type: none"> a notice links between cause and effect with support; b begin to notice patterns and relationships with support; c begin to draw simple conclusions; <ul style="list-style-type: none"> • Identify, name, and label the basic parts of the human body and say which part of the body is associated with each sense. • <u>Investigate</u> each sense and perform simple tests eg what can you smell or taste? What does this object feel like? • Create tally charts for hair/eye colours. • <u>Investigate</u> – does the tallest person have the biggest feet? How can we find out? • Identify and name a variety of common animals including fish amphibians, reptiles, birds and mammals; • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets); • Identify and name a variety of common animals that are carnivores, herbivores and omnivores; • Sort animals according to given then own criteria.
Reading	<p>Word Reading</p> <ul style="list-style-type: none"> • I can apply phonic knowledge and skills as the route to decode words.

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	<ul style="list-style-type: none">• I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.• I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.• I can read other words of more than one syllable that contain taught GPCs.• I can read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).• I can read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.• I can reread these books to build up their fluency and confidence in word reading. <p>PHONICS – Autumn 1: Initial Code, units 8-10. Autumn 2: Extended code, units 1-5. Reading Comprehension: Answering literal questions by finding information from the text. Autumn 1: Dear Zoo. Autumn 2: Bonfire Night, We’re Going on a Bear Hunt.</p>
Writing	<p>I understand how words can combine to make sentences.</p> <p>I can write sentences by:</p> <ul style="list-style-type: none">• saying out loud what I am going to write about• composing my sentence orally before writing it• re-reading what I have written to check that it makes sense <p>Autumn 1: Dear Zoo (class pet). Autumn 2: Bonfire Night (recount), Letters to Santa</p> <p><u>Handwriting</u></p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>

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Maths	<p>Count, read and write amounts, numerals and words within 10 and 20 Finding 1 more/1 less Addition and subtraction within 10/20. Number Bonds within 10/20 Counting in 2's 2D and 3D shapes Money – recognition and problem solving Days/months – daily calendar</p>
SPaG	<p>Spelling: phonics (Autumn 1: initial code, units 8-10 Autumn 2: extended code, units 1-5) Using finger spaces when writing Using capital letters and full stops when writing Recognising and naming capital letters</p>
Geography	<p>I can devise a simple map I can use simple directions to locate features and routes on a map. I can use simple fieldwork and observational skills to study the geography of the surrounding area including key human and physical features using a range of methods eg maps, tally charts, pictograms I can use geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office I can use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather. I can use key vocabulary to demonstrate knowledge and understanding in this strand e.g country, capital city, names of countries and capital cities of UK, city, town</p> <p>Draw map for journey from home to school. What features do we see? Discuss and name sort human/physical features. Which of these features do we see in Atherton? Photos of local landmarks – do we recognise any? Walk around local area – tally charts for human physical features</p> <p>Name and identify the four countries and capital cities of the United Kingdom.</p>

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Art	<p>Explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.</p> <p>Use different materials to draw with such as pens, pencils felt tips, charcoal, crayons, chalk and pastels.</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>I can use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>I can use a variety of shapes, including lines and texture;</p> <p>I can describe the work of famous, notable artists and designers.</p> <p>I can express an opinion on the work of famous, notable artists;</p> <p>I can use inspiration from famous, notable artists to create my own work and compare.</p> <ul style="list-style-type: none">• Self- portraits - use clay, pencil, and collage to create different self-portraits.• Look at the work of Picasso and create own abstract images.
History	<p>Understand changes within living memory.</p> <p>Link to science work about our bodies – how have we changed since we were babies? What things can we do now that are different? What else changes as we grow older? Use vocab relating to passage of time.</p> <p>Link to Digital literacy – look at technology now and when parents/grandparents were young.</p>
D.T.	<p>I can use my knowledge of existing products and my own experience to help generate my ideas.</p> <p>I can design products that have a purpose and are aimed at an intended user.</p> <p>I can explain how my products will look and work, through talking and simple annotated drawings.</p> <p>I can work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</p> <p>I can follow a simple plan with support.</p>

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	<p>I can select from a range of materials, textiles and components according to their characteristics. I can use hand tools safely and appropriately I can use a range of materials I can cut, shape and score materials with some accuracy. I can assemble, join and combine materials. I can begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</p> <ul style="list-style-type: none"> • Design and make Christmas card • look at examples and say which features we like • List essential features • Investigate possible materials • Create design • Make card • Evaluate project
Music	Charanga Music scheme units 1 and 2
R.E.	<p>Agreed Wigan Syllabus Unit 1 To enquire into and explore the concept of belonging. Unit 2 To enquire into and learn about the Festival of Christmas.</p>
P.E.	<ul style="list-style-type: none"> • I can repeat actions and skills. • I can move with control and care, using different body shapes.

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	<p>Gymnastics : explore travelling, rolling, balancing both on the floor and on apparatus. Create a sequence of linked movements individually and as part of a pair or small group.</p>
<p>P.S.H.E. Personal Development</p>	<p>Families and friendships Roles of different people; families; feeling cared for Who is special to me? PoS Refs: R1, R2, R3, R4, R5</p> <ul style="list-style-type: none"> • About people who care for them e.g. parents, siblings, grandparents, relatives, friends, teachers • The role these different people play in children’s lives and how they care for them • What it means to be a family and how families are different e.g. single parents, same-sex parents etc. • About the importance of telling someone – and how to tell them – if they are worried about something in their family <p>Safe relationships Recognising privacy; staying safe; seeking permission What makes me feel safe? PoS Refs: R10, R13, R15, R16, R17</p> <ul style="list-style-type: none"> • About situations when someone’s body or feelings might be hurt and whom to go to for help • About what it means to keep something private, including parts of the body that are private • To identify different types of touch and how they make people feel e.g. hugs, tickling, kisses and punches • How to respond if being touched makes them feel uncomfortable or unsafe • When it is important to ask permission to touch others • How to ask for and give / not give permission • <p>Respecting ourselves and others How behaviour affects others; being polite and respectful</p> <p>What does respect mean to me? Pos Refs: R21, R22</p>
<p>Computing</p>	<p>Digital Literacy</p> <ul style="list-style-type: none"> • I can say what technology is. (1.9) I can say what examples of technology are in school. (1.9) • I can say what examples of technology are at home. (1.9)

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	<ul style="list-style-type: none">• I know that a chair uses old technology and a smart phone uses new technology. (1.9) <p>Information Technology</p> <ul style="list-style-type: none">• I can name my work. (1.2, 1.3, 1.6, 1.7, 1.8)• I can save my work. (1.2, 1.3, 1.6, 1.7, 1.8) <p>Use paint programme to create self- portraits – name and save work.</p>
P4C	<p>Establish P4C rules Encourage using reasons for statements – I think...because...</p> <p>Enquiries – which sense is the most important – why? Create order of importance. What makes a good family? (consider what types of family there are) What is a disability? What could it mean to a disabled person and those around them? Are all disabilities visible?</p>