

Year 1 Curriculum Overview  
Term: Autumn 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<b>Core Text:</b> Halibut Jackson  Book Talk and Character Analysis	<b>Core Text:</b> Halibut Jackson  Letter Writing	<b>Core Text:</b> Halibut Jackson  Descriptive Writing of Setting & Poetry	<b>Core Text:</b> Halibut Jackson  Persuasive Writing (Advert)	<b>Core Text:</b> Halibut Jackson  Alternative Ending	<b>Core Text:</b> Halibut Jackson  Book Review
<b>Phonics &amp; Spelling</b>	Assessment & Review	Graphemes: Ay, ou, ie, ea  Tricky Words: Oh, their, people	Graphemes: Oy, ir, ue, aw  Tricky Words: Mr, Mrs, looked, asked, called	Graphemes: Wh, ph, ew, oe, au, ey  Tricky Words: Said, so, have, like	Graphemes: a_e, e_e, i_e, o_e, u_e  Tricky Words: Some, come, were, there	Review
<b>Maths</b>	<b>Number and Place Value</b> <ul style="list-style-type: none"> <li>Consolidating understanding of the structure of the numbers 1-20 and showing this understanding with structured apparatus.</li> <li>To be able to recognise and write names and numerals for the numbers 1-20.</li> <li>To be able to order numerals.</li> <li>To be able to follow instructions in order.</li> </ul>		<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Understanding the operation of subtraction and addition.</li> <li>To consolidate the language of addition and subtraction.</li> <li>To subtract whole numbers, without counting using the numicon shapes.</li> <li>To read and use the words 'add', 'subtract' etc. in addition and subtraction sentences.</li> <li>To recognise and use the adding and subtracting symbols.</li> </ul>		<b>Measurement</b> <ul style="list-style-type: none"> <li>To be able to use a range of vocabulary to describe length.</li> <li>To compare two or more lengths and describe one as e.g. longer, shorter, wider or narrower.</li> <li>To order lengths from shortest to longest and vice versa.</li> <li>To choose and use suitable objects to measure length.</li> <li>To realise that when measuring length by lining up or linking objects, all the objects should be the same length.</li> </ul>	
<b>Science</b>	<b>Topic: Animals</b> Pupils will be taught to: <ul style="list-style-type: none"> <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> <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>					

<b>Geography</b>	<p><b>Topic: The UK</b> Children will be learning about the 4 countries and capital cities of the UK and its surrounding seas.</p>
<b>Art and Design</b>	<p><b>Project: Sketching</b> Children will be introduced to the basic skills involved in sketching.</p> <ul style="list-style-type: none"> <li>- Drawing lines of different shapes and thicknesses</li> <li>- Drawing with pencils and charcoal</li> <li>- Experimenting with shading by applying different pressure</li> </ul>
<b>RE</b>	<p><b>Focus Faith: Christianity</b></p> <ul style="list-style-type: none"> <li>- <b>Does God want Christians to look after the world?</b> Children will learn to retell the Christian creation story and to explore how this influences how Christians behave towards nature and the environment.</li> </ul>
<b>PSHE</b>	<p><b>Topic: Being me in My World</b></p> <ul style="list-style-type: none"> <li>- Children will learn how their own and other people's contributions are important parts of working together.</li> <li>- Children will learn to better understand the rights and responsibilities as a member of their class.</li> <li>- Children will learn how to make their class safe for everybody to learn.</li> <li>- Children will learn to be proud of their achievements.</li> </ul>
<b>PE</b>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>- Children will be developing a range of fundamental movement skills to become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>- They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> <li>- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of different games.</li> <li>- Children will have the opportunity to participate in team games, developing simple tactics for attacking and defending.</li> </ul>