



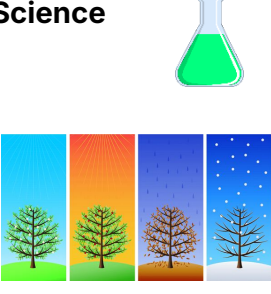












## Our Year 1 Curriculum – Autumn 1

<p><b>Lens</b></p> <p><b>Big Question</b></p> 	<p>Migration &amp; Diversity</p> <p>Why do people move to new places?</p>
<p><b>Maths</b></p> 	<p>We will be exploring number and place value. For this, we will count forwards and backwards, beginning with 0 or 1, or from any given number. We will identify one more and one less of a given number. We will 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. We will read and write numbers from 1 to 10 in numerals and words.</p> <p>We will be starting an addition and subtraction unit. For this, we will read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. We will represent and use number bonds within 10. We will explore using tens frames and part-whole models as well as a range of other manipulatives.</p>
<p><b>English</b></p> 	<p>Using the books '<i>Tidy</i>' by Emily Gravett and '<i>Beegu</i>' by Alexis Deacon as a stimulus, children will continue to learn how to structure and demarcate a simple sentence accurately and orally retell the story using full sentences. There will be a continued focus on handwriting to ensure that all children can use consistent spacing between words and form lower-case letters of the correct size relative to one another. Children will learn how to choose appropriate verbs to describe an action and apply the new vocabulary that they are taught in their own writing. In reading lessons children will be taught to retrieve key information from what they have read and discuss the meaning of unfamiliar words.</p>
<p><b>History</b></p> 	<p>We shall learn what history is and why it is important that we study it. We shall learn to order events chronologically, using events in our own lives.</p> <p>We shall find out why we live in Finchley. We shall find out about differences between childhood today and life in our grandparent's childhood. We shall explore and learn about Finchley past and present.</p>
<p><b>Science</b></p> 	<p><b>Seasonal changes:</b> We shall observe the changes from the summer season into autumn and observe and identify the key features of autumn using our senses. We shall describe the weather associated with autumn and how it is different from summer and understand how the length of day changes in the different seasons.</p> <p><b>Materials:</b> Our main topic will be materials. In this topic we will distinguish between an object and the material from which it is made. We will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. In addition to this, we will describe the physical properties of a variety of everyday materials, comparing and grouping them together.</p>
<p><b>Religious Education</b></p> 	<p>In <b>Religious Education</b> the children will be beginning to answer the big question 'What is real?'. Through this topic they will think about What exists? What is real? What is the deepest nature of things (ultimate reality)? Is there something eternal and unchanging? If so, what? The children will learn and use new vocabulary such as real, exists, God, Allah, Islam, Judaism and higher being. They will also be able to talk about what is meant by the idea of 'real' and 'exists'. They can explore what Christians believe God is like. They can explore one</p>

	other Abrahamic view of what God is like and they can reflect on their own ideas about whether a higher being exists or not.
<b>PSHE</b> 	<p><b>Relationships:</b> (Who is special to us). We will learn that family is one of the groups the children belong to and talk about the different people in our families and explain what family members do to make us feel loved and cared for. We will understand how families are all different but share common features and explain the different features of a family.</p> <p><b>British Value:</b> This half term the children will be reminded of all 5 British Values and how they affect our everyday life.</p>
<b>Music</b> 	<p>In Year 1 we will be exploring sounds- sound sources around us, sounds that classroom instruments can make and body percussion. We will be learning the names of some of the classroom instruments, how to play them correctly and how to look after them and copying back simple rhythm patterns. We will also be following simple graphic scores. We will be exploring pitch through singing, using tuned percussion instruments and through musical games.</p> <p>We will be finding our singing, whispering, talking and thinking voice and will be learning call and response songs, songs with a range of a third and preparing songs for the Infant Music Festival.</p>
<b>Art</b> 	<p>In <b>Art</b> the children in Year One will be learning about making marks. They will explore different pencils, pens, and pastels and how what they create changes depending on the resource they have chosen.</p>
<b>Outdoor PE</b> 	<p>The children will be working on their ball skills. During these they will learn:</p> <ul style="list-style-type: none"> <li>• To develop control and coordination when dribbling a ball with your hands.</li> <li>• To explore accuracy when rolling a ball.</li> <li>• To explore throwing with accuracy towards a target.</li> <li>• To explore catching with two hands.</li> <li>• To explore control and coordination when dribbling a ball with your feet.</li> <li>• To explore tracking a ball that is coming towards me.</li> </ul>
<b>Indoor PE</b> 	<p>The children will be learning the fundamentals. They will learn:</p> <ul style="list-style-type: none"> <li>• To explore balance, stability and landing safely.</li> <li>• To explore how the body moves differently when running at different speeds.</li> <li>• To explore changing direction and dodging.</li> <li>• To explore jumping, hopping, and skipping actions.</li> <li>• To explore co-ordination and combining jumps.</li> <li>• To explore combination jumping and skipping in an individual rope.</li> </ul>
<b>Swimming</b> 	<p>As we prepare for the new swimming term, our focus for the first half will be on introducing routines and ensuring safety. We will be reinforcing safety rules in the changing rooms, at the poolside, and in the pool. During this time, we will also assess each child's swimming ability and need to place them in appropriate groups. Safety in the water will be our main priority this term.</p>
<b>Computing</b> 	<p><b>Bee-Bots</b> (programming): We will be learning how to programme the Bee-Bot. We will learn how to input instructions and the importance of algorithms being correct.</p> <p><b>Online safety: Using the internet safely</b></p>