



Year 1 curriculum overview – Autumn 1

In one term, there must be at least one of the below in RE, Science and History/Geography

- Big write opportunities
- Oracy activity, i.e. presentation, debate, drama inc hot-seating

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Fiction Model text: We're Going on a Bear Hunt Text type: Narrative Theme: Sentence writing Writing target card focus: Demarcate some sentences with capital letters and full stops, spell some common exception words (he, the, is, has)			Fiction/Non-fiction Model text: Oi Frog Text type: Narrative Theme: Sentence writing Writing target card focus: Use 'and' to link ideas and join sentences. Demarcate some sentences with capital letters and full stops, spell some common exception words (he, the, is, has)		
Maths	Unit 1 – Place Value within 10					Unit 2 – Addition and subtraction within 10
Science	Unit 1 – The Human Body					Unit 2 – Seasonal changes (autumn)
	LO: To identify and name parts of the human body Vocabulary: elbow, leg, feet, arm, hand, knee	LO: To draw and label parts of the human body Vocabulary: Face, eyes, nose, mouth, hair, head, neck	LO: To say which part of the body is associated with each sense Vocabulary: Sight, blind, eyes, light, dark, sound, hear, quiet, ears, loud, noisy	LO: To say which part of the body is associated with each sense Vocabulary: Taste, bitter, sweet, salty, sour, savoury, touch, soft, hard, smooth, rough	LO: To say which part of the body is associated with each sense Vocabulary: smell, stench, nose, scent, sniff	LO: To observe changes across Autumn Vocabulary: Night, weather, daylight, autumn
RE	Enquiry Question: Why do Christians call God Creator?					
	I wonder what makes a book special?	I wonder why God gave in creation?	I wonder how God continues to give?	I wonder how Christians can share God's creation?	How does Harvest time help people to be thankful? I wonder what you are thankful for?	I wonder how you think the Creation account makes Christians feel about the world?



	Vocabulary: Bible	Vocabulary: Create, creation, creator	Vocabulary: Harvest, provide, share	Vocabulary: Thankful/Grateful	Vocabulary: Donate, foodbank	Vocabulary:
History or Geography	Enquiry question: Where do I live?					
	Unit: Where do I live? LO: To know the names of the four countries of the UK. Vocabulary: United Kingdom, England, Scotland, Northern Ireland, Wales	Unit: Where do I live? LO: To know the capital cities of the four countries of the UK. Vocabulary: London, Edinburgh, Belfast, Cardiff	Unit: Where do I live? LO: To know that Dorking is a rural town in England. Vocabulary: Town, Village, City, Rural, Town	Unit: Where do I live? LO: To say what you like about living in Dorking. Vocabulary: Town, Village, Countryside		
Computing	Unit: Technology around us					
	LO: To explain technology as something which help us Vocabulary: technology	LO: To name the main parts of a computer Vocabulary: Desktop computer, Laptop, Screen, Mouse, Keyboard	LO: To use a mouse to open a program Vocabulary: Desktop computer, Laptop, Screen, Mouse, Keyboard	LO: To say what a keyboard is for Vocabulary: Keyboard	LO: To open my work from a file Vocabulary: Arrow keys, Cursor, Delete, Mice	LO: To identify rule to keep us safe Vocabulary: Rule



PSHE	Unit: Being in my world					
	LO: To feel special and safe in my class Vocabulary: • Safe • Special • Calm • Choice	LO: To know that I belong to my class Vocabulary: • Belong • Belonging • Special • Rights • Responsibilities	LO: To know how to make my class a safe place for everybody to learn Vocabulary: • Rights • Responsibilities • Learn • Learning Charter • Safe Place	LO: To recognise how it feels to be proud of an achievement Vocabulary: • Proud • Views • Valued • Achievement	LO: To recognise the range of feelings when I face certain consequences Vocabulary: • Consequences • Feelings • Upset • Disappointed	LO: To understand my choices in following the Learning Charter Vocabulary: • Responsibilities • Learning Charter • Choices
Art/DT	Unit: Paul Klee					
	LO: I know that Paul Klee is an artist and I can identify artwork of his that I like. Vocabulary: Paul Klee, Artwork, artist	LO: I know how to create patterns using repetition. Vocabulary: Pressure, lead, patterns	LO: I know how to paint lines of different thickness. Vocabulary: Bristles, sweeping	LO: I know how to use different mediums to create rubbings. Vocabulary: Rubbings, texture	LO: I know how to imitate Paul Klee's style of artwork. Vocabulary:	LO: I can recall facts about Paul Klee. I can recall different ways to make marks. Vocabulary:
PE	Unit: Games (outdoor)					
	LO: To be able to move with control Vocabulary: Space, Run, Sideways, Forwards, Backwards,	LO: To be able to hop, skip and jump with control and coordination Vocabulary: Hop, Skip, Jump, Relay team	LO: To be able to develop movement and coordination skills Vocabulary: Hopscotch, Balance	LO: To be able to move in a variety of ways with a ball Vocabulary: Move, Swerve, Slalom, Dribble	LO: To be able to move with an object Vocabulary: Moving with a ball, Passing	LO: To be able to dribble a ball with their feet showing some control and speed Vocabulary:



	Balls of feet, High knees, Tip toes, Small and Large steps, Change direction					
PE	Unit: Dance (indoor)					
	LO: To be able to perform basic movements to music, and to build a simple themed dance focusing on Weather. Vocabulary: Travel, Jump, Turn, Gesture, Weather	LO: To be able to perform basic movements to music, and to build a simple themed dance focusing on Weather. Vocabulary: Travel, Jump, Turn, Gesture, Weather	LO: To be able to perform basic movements to music, and to build a simple themed dance focusing on Weather. Vocabulary: Beat, Twist, Turn, Travel, Snowstorm.	LO: To be able to perform basic movements to music, and to build a simple themed dance focusing on Weather. Vocabulary: Beat, Twist, Turn, Travel, Snowstorm.	LO: To be able to perform basic movements to music, and to build a simple themed dance focusing on Weather. Vocabulary: Twist, Turn, Swirling, Spinning, Travel, Cyclone, Calm	LO: To be able to perform basic movements to music, and to build a simple themed dance focusing on Weather. Vocabulary: Twist, Turn, Swirling, Spinning, Travel, Cyclone, Calm



Year 1 curriculum overview – Autumn 2

Subject	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	Fiction/Non-fiction Text: Model text: Text type: Theme: Writing target card focus:			Fiction/Non-fiction Text: Model text: Text type: Theme: Writing target card focus:		
Maths	Unit 2 – Addition and subtraction within 10				Unit 3 – Geometry Shape	Consoildation
Science	Unit 3 – Materials				Unit 3 – Seasonal changes (winter)	
	LO: To understand what objects and materials are. Vocabulary: Rock Glass Material Plastic	LO: To explore (find out about) the materials: Wood, Plastic, Glass and Metal Vocabulary: Dull Shiny Light Heavy Metal	LO: Which classroom objects float or sink? Vocabulary: Float Sink Heavy Light	LO: To compare (say what's similar and different) about materials we use every day. Vocabulary: Transparent Opaque	LO: understand what changes happen in Winter. Vocabulary: Season Autumn, Winter, Spring, Summer Daylight	Assessment lesson
RE	Enquiry Question: What is the 'Nativity' and why is it important to Christians?					
	How is our school like a family? Vocabulary: family	What is Christmas? Vocabulary: Nativity Birth	Why did angels announce the birth of Jesus? Vocabulary: Angel Bible	Who visited baby Jesus? Vocabulary: Visitor Worship Stable Shepherds Wisemen	Is Christmas the same around the world? Vocabulary: Nativity Scene	Who are the important people in the Nativity story to me? Vocabulary: Mary Joseph



History or Geography	Enquiry question: <u>Why was Captain Scott a significant person?</u>					
	Unit: Explorers – Captain Scott LO: To know what an explorer is. Vocabulary: Explorer Adventure Resilient	Unit: Explorers – Captain Scott LO: To know what a significant or important person is. Vocabulary: Significant Important	Unit: Explorers – Captain Scott LO: To know that Captain Scott was an explorer who did not give up. Vocabulary: Mission Perseverance Antarctica	Unit: Explorers – Captain Scott LO: To know that Captain Scott collected information including fossils that helped discover what the world used to be like. Vocabulary: Challenge Perseverance Huskies	Unit: Explorers – Captain Scott LO: To know that Captain Scott wanted to be the first person to reach the South Pole but was beaten by another explorer. Vocabulary: Fail Navy Amundsen	Unit: Explorers – Captain Scott LO: Oracy and assessment – was Captain Scott a significant person? Vocabulary: Significant Explorer Discover Failed Persevered
Computing	Unit: Creating media – Digital painting					
	LO: To make marks on a screen and explain which tools I used Vocabulary: Tool Save Program	LO: To make marks with the square and line tools. Vocabulary: Fill Undo Program	LO: To choose appropriate shapes and colours. Vocabulary: Pattern Shape Tool Fill Undo	LO: To explain that different paint tools do different jobs Vocabulary: Program Tool Fill Undo	LO: To use a computer on my own to paint a picture Vocabulary: Pointilism Artist Tool Fill Undo	LO: To compare painting a picture on a computer and on paper Vocabulary: Pointilism Artist Tool Fill Undo
PSHE	Unit: Celebrating Difference					
	LO: To identify similarities between people in my class. Vocabulary: Similarity/similar	LO: To identify differences between people in my class. Vocabulary: Different from	LO: To know what bullying is. Vocabulary: Bullying Bullying behaviour	LO: To know some people who I could talk to if I was feeling unhappy or being bullied.	LO: To know how to make new friends Vocabulary: Different from Same as	LO: To know some ways I am different from my friends Vocabulary: Celebration



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	Same as Courtesy Manners	Difference Similarity Courtesy Manners	Courage Unfair On purpose	Vocabulary: Bully Bullied Support Safe Harmful	Included	Difference Inclusive Special Unique
Art/DT	Unit: Freestanding Structures					
	LO: To design a tent frame for a soft toy. Vocabulary: Design Freestanding structure Frame structure Stability	LO: To make a tent frame for a soft toy. Vocabulary: Triangle Triangular prism Pyramid	LO: To evaluate a tent frame for a soft toy. Vocabulary: Evaluate Change Improve	LO: Vocabulary:	LO: Vocabulary:	LO: Vocabulary:
PE	Unit: Games (outdoor)					
	LO: To be able to move with a ball in a variety of ways in a game situation Vocabulary: Control, Speed, Dribble, Move	LO: To be able use basic underarm rolling skills Vocabulary: Rolling, Target	LO: To use basic underarm rolling skills with a partner Vocabulary: Travel, Link Underarm rolling, Accuracy, Target	LO: To roll a ball underarm with accuracy Vocabulary: Underarm, Rolling, Moving, Receiving, Accuracy	LO: To be able to throw and catch a ball and beanbag Vocabulary: Throwing, Overarm, Underarm	LO: To be able to throw and catch a ball and beanbag Vocabulary: Accuracy, Throw, Catch, Cooperative, Competitive
PE	Unit: Gymnastics (indoor)					
	LO: To know how to lift, carry and set out small and large apparatus safely and quietly Vocabulary: Climbing frames Padded tables	LO: To select and link 2 travelling actions showing control and coordination. To be able to use gymnastics words to describe their travelling actions.	LO: To select and link 2 travelling actions showing control and coordination and transfer them to the apparatus. To be able to use the gymnastics words to	LO: To explore stretched and curled shapes and link 2 different shapes together with travelling actions.	LO: To select and link 2 different jumping actions showing control and coordination on and off the apparatus. To be able to use words that describe the shape	LO: To select and link 2 different rolling actions showing control and coordination. To be able to use words that describe the shape of their rolls using key vocabulary



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	Ladders Bench Mats Ropes	Vocabulary: Travel Link Posture Pointed toes Straight legs Stretch Caterpillar/ ostrich/crocodile/camel walk/ bunny hops	describe their travelling actions using key vocabulary Vocabulary: Travel Link Posture Pointed toes Straight legs Stretch Caterpillar/ ostrich/crocodile/camel walk, bunny hops apparatus	To use gymnastic words to describe their actions using key vocabulary Vocabulary: Shape Straddle Tuck Dish Arch Front support	of their jumps using key vocabulary Vocabulary: Jump Landing Star Tuck,	Vocabulary: Posture Rocking Rolling Tuck Pencil roll Sitting roll/ pike shape Dish roll Teddy bear/straddle sit roll
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