

Year 1 Autumn Term Curriculum Long Term Planning 2019-2020

	Up, Up and Away!	A Memory Box!
Literacy	<p>Children will build on work from the early year's foundation stage, making sure that they can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Children will consolidate phase 3 and 4 phonic knowledge and apply to decode words and read simple sentences. They will continue to develop their own pleasure in reading with lots of opportunities to listening to and discussing a range of stories and non-fiction. Children will be encouraged to link what they read or hear to their own experiences.</p> <p>During guided reading session children will focus on the significance of the title and events, predicting what might happen next. They will take part in discussion about what is read to them, taking turns and listening to what others say. Some books to be used in class include :- 'Blown Away' by Rob Biddulph, 'Whatever Next' by Jill Murphy and 'The Way Back Home' by Oliver Jeffers.</p> <p>Children will work on sentence structure using the 'Mighty Writer' resource in class. They will also be retelling familiar stories using 'Talk for Writing' and story maps. There will be lots of opportunities for role-play and drama. Children will learn to write simple sentences by saying out loud what they are going to write about. They will compose their sentence orally before writing it. Children will discuss what they have written with the teacher or other children in their class. They will apply these skills to writing instructions, postcards, fact files, labels and captions. Through daily handwriting practice children will learn to sit correctly at a table, hold a pencil comfortably and correctly. They will also begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, and form digits 0-9. Children will begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Children will continue to develop decoding, fluency and comprehension skills through daily phonics, guided reading sessions and phonics bug.</p> <p>Children will begin learning Phase 5 phonics. This will include the following sounds, ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e and apply this knowledge as a route to decode words and read simple sentences. They will continue to develop their own pleasure in reading with lots of opportunities to listening to and discussing a range of stories and non-fiction. Children will be encouraged to link what they read or hear to their own experiences.</p> <p>During guided reading session children will focus on the significance of the title and events, predicting what might happen next. They will take part in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Children will continue to work on sentence structure practising the correct use of full stops and capital letters. They will continue to use the 'Mighty Writer' resource in class to retell traditional tales. This will include Goldilocks and the Three Bears. Children will go on to write their own versions of traditional tales. There will be lots of opportunities for role-play and drama. Children will learn to write simple sentences by saying out loud what they are going to write about. They will compose their sentence orally before writing it. Children will discuss what they have written with the teacher or other children in their class. They will apply these skills to writing stories, letters and diary entries. Through daily handwriting practice children will learn to sit correctly at a table, hold a pencil comfortably and correctly. They will continue to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, and form digits 0-9. Children will continue to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
Maths	<p>Children will have lots of opportunities to engage in real life learning through practical activities e.g. role-play and outdoor learning.</p> <p>Children will learn to sort objects, count objects and represent objects. They will count, read and write forwards from any number 0 to 10. Count, read and write backwards from any number 0 to 10, count one more and one less.</p> <p>Children will compare groups using language such as equal, more/greater, less/fewer. Children will be introduced to the <, > and = symbols. They will learn how to use a number line and a part-whole model. Find number bonds for numbers within 10 and explore systematic methods for number bonds within 10. Learn addition facts and know that addition is adding together and adding more. Children will learn that subtraction is taking away and counting back to find how many are left?</p>	<p>Children will have lots of opportunities to engage in real life learning through practical activities e.g. role-play and outdoor learning. Children will practise daily counting and reading numbers and will continue to use part whole models and ten frames to represent numbers.</p> <p>Children will consolidate subtraction to find out how many are left and then learn how to find the difference. Then children will compare addition and subtraction statements using prior learning of the <, > and = symbols.</p> <p>Children will be re-introduced to 3D and 2D shapes and begin to sort them based on their properties and their colours. Children will also look at shape patterns. Children will count, read and write forwards and backwards to 20 in words and numerals and learn numbers 11-20. They will also look at finding one more and one less of a given number within 20. Then Children will look at groups of objects and numbers and learn how to group, sort and order them. Children will consolidate all prior learning and recap daily fluency skills.</p>
Science	<p><u>Everyday Materials</u> – children will explore, name and discuss objects and the material from which they are made. Children will compare, sort and group various objects made from different materials.</p> <p><u>Working Scientifically</u> – children will perform simple tests to ask and answer questions e.g. test different materials in order to make a kite. They will also measure the distance their kite travelled (non-standard) and record their observations in simple drawings.</p> <p><u>Seasonal Changes</u> Autumn walk to observe changes across the four seasons.</p>	<p><u>Everyday Materials</u> Question - Remember when we explored everyday materials last half term? Discuss various materials e.g. wood, plastic, glass, metal, water and rock.</p> <p>Children will learn to describe the simple physical properties of a variety of everyday materials.</p> <p><u>Seasonal Changes</u> Observe the changes across the four seasons e.g. how the length of the day varies etc. Children will gather and record data after performing simple tests using self-made rain gauges.</p>
Geography	<p>Children will learn about place knowledge by talking about where they live and comparing England with a non-European country e.g. Australia.</p> <p>Children will use basic geographical vocabulary to refer to key physical features e.g. beach, cliff, sea, soil, season, town, village, mountains, rivers, lakes etc. Children will also develop their geographical skills by using world maps, atlases and globes.</p> <p>Ongoing throughout the year – Children will learn to ask and answer questions about the weather and the seasons, making observations and recording simple information. They will also learn to use vocabulary of key human and physical features.</p>	<p>Ongoing throughout the year – Children will learn to ask and answer questions about the weather and the seasons, making observations and recording simple information. They will also learn to use vocabulary of key human and physical features.</p>
History	N/A this half term	<p>Children will use words and phrases e.g. old, new and a long time ago to explore toys from the past and give plausible explanations for how things may have been used in the past. Children will learn to identify and explore differences between old and new objects. Children will learn to ask and answer questions and use a range of sources to identify and compare old and new objects (e.g. spot old and new things in pictures).</p> <p>Ongoing throughout the year – Children will use a wide range of historical language e.g. old, new, a long time ago, past, present, future, days, weeks, months, years, decades, centuries, British Empire.</p>
D.T	<p>Children will design and make purposeful, appealing products for themselves and others based on design criteria e.g. kites.</p> <p>Children will select from and use a wide range of materials/textiles according to their characteristics.</p> <p>Children will evaluate their ideas and products against the design criteria.</p>	<p>Children will investigate existing memory boxes and then use the ideas they have gathered to generate and communicate an idea for the design of their own memory box.</p> <p>Remember when we designed and made kites?</p> <p>Discuss the design criteria for a memory box.</p> <p>Children will then select from and use a range of materials to make their own memory box using their design.</p>
Art & Design	<p>Children will use a range of materials creatively to design and make known products e.g. kites, hot air balloons etc. and make simple joints. They will use drawing to develop and share ideas.</p> <p>Children will explore ideas using digital sources e.g. aerial artwork. They will observe and draw landscapes observing pattern linked to a 'Birds Eye View'.</p>	<p>Children will explore the different textures of a variety of objects and share their ideas.</p> <p>Children will use observational drawing to share ideas and experiences e.g. observational drawing of toys linked to history and toys from the past.</p>
ICT	Children will learn how to log onto a computer. Children will learn to use technology safely and that it is important to keep personal information private.	Children will research and recognise common uses of technology within our school and also beyond the school environment.
Music	<p>Children will learn to sing songs accurately.</p> <p>Children will learn to identify changes in music e.g. pitch high/low and higher/lower.</p> <p>Children will also learn to identify untuned percussion instruments e.g. tambourine, maracas, wood blocks, triangle and bells.</p>	<p>Children will learn to identify changes in music e.g. dynamics loud/quiet, louder/quieter.</p> <p>Children will learn to sing songs accurately and confidently perform with their class for an audience.</p>
P.E	<p>Multi-skills - Children will learn to move with control and care whilst mastering basic movements including running, jumping, throwing and catching.</p> <p>Children will take part in team games, developing simple tactics for attacking and defending by engaging in competitive sports activities.</p> <p>Children will also learn how to exercise safely and describe how their body feels before, during and after an activity.</p>	<p>Dance – Children will perform dances using basic movements and patterns. They will use their imagination to create dance routines. Children will learn to compose and link movement phrases to make simple dances with clear beginnings, middles and ends.</p> <p>Children will learn how to control their bodies and be able to change the rhythm, speed and direction.</p> <p>Children will have opportunities to perform their routines and evaluate their own and others' performances.</p>
R.E	<p>What does it mean to belong to a faith community?</p> <p>Children will talk about stories of people who belong to groups e.g. groups to which children belong, including their families and school, what they enjoy about them and why they are important to them.</p> <p>Children will find out about some symbols of 'belonging' used in Christianity and other religions. They will also explore the idea that different people belong to different religions, and that some people are not part of religious communities.</p> <p>Questions raised with children include:- Where do we belong? What does it mean to be a Christian in Britain today? What does it mean to be a Muslim in Britain today? What is good and what is challenging about being a Christian or Muslim in Britain today?</p>	<p>What do Christians believe God is like?</p> <p>Children will understand that Christians believe in God, and that they find out about God in the Bible.</p> <p>Children will learn that Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. Children will learn about some stories from the Bible.</p> <p>Children will explore the belief that Christians worship God, and try to live in ways that please him.</p> <p>Children will learn the story of Jesus' birth from the Bible. Children will also make Nativity boxes to share with the local community in shop windows around Filey.</p>
Learning Outside The Classroom	<p>Outdoor Education day at Peasholm Park in Scarborough.</p> <p>Year 1 children have the responsibility of caring for the school ducks.</p> <p>Experimenting with the designing and making of paper aeroplanes/kites etc.</p> <p>Autumn walk observing seasonal changes and recording weather patterns.</p> <p>Children will visit St John's Church for a Harvest Festival service.</p> <p>Phonic sound hunt in the outdoor area.</p> <p>Collecting objects and using the more and less symbols in the outdoor area.</p>	<p>Year 1 children have the responsibility of caring for the school ducks and shared responsibility for looking after our rabbit.</p> <p>Children made rain gauges in the outdoor area.</p> <p>Visit EBOR secondary school to read with their reading dogs.</p> <p>Visit The Stephen Joseph Theatre to watch the pantomime.</p> <p>Visit St John's Church for a Christingle service.</p> <p>Visit St John's Church to see the Christmas tree festival.</p>

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Extra-Curricular Activities	<p>Family Reading Club – Monday 2.45pm-3.45pm Pupil Premium Cookery Club – Mondays ‘Sparklers’ Church Group – Monday Lunchtime Mindfulness Club – Wednesday Lunchtime Singing Club - Wednesday 3.05pm-3.45pm Board Games Club – Thursday Lunchtime</p>	<p>Family Reading Club – Monday 2.45pm-3.45pm Pupil Premium Cookery Club – Mondays ‘Sparklers’ Church Group – Monday Lunchtime Mindfulness Club – Wednesday Lunchtime Singing Club - Wednesday 3.05pm-3.45pm Board Games Club – Thursday Lunchtime PE Club – Thursday 3.05pm-4pm</p>
Enterprise	N/A this half term	N/A this half term
Key Vocabulary	<p><u>Literacy</u> – blend, sounds, decode, fiction, non-fiction, title, events, prediction, story maps, sentences, full stops, capital letters, instructions, postcards, fact files, labels, captions, direction, capital letters, digits 0-9, handwriting ‘families’.</p> <p><u>Maths</u> – sort, count, equal, more/greater, less/fewer, greater than and less than, part whole model, number bonds, addition, subtraction.</p> <p><u>Science</u> – brick, paper, fabric, elastic, foil, wood, plastic, glass, metal, water, rock etc. hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not, waterproof/not, absorbent/not, opaque/transparent etc.</p> <p>Seasonal changes (ongoing throughout the year) – season, Spring, Summer, Autumn, Winter, weather, rain, sunny, cloudy, windy, foggy, snow, hail, sleet, day, length etc.</p> <p><u>Geography</u> – beach, cliff, sea, soil, season, town, village, mountains, rivers, lakes, maps, atlases, globes, city, town, house, shops, farm</p> <p><u>D.T</u> – Glue, cut, design</p> <p><u>Art & Design</u> – landscape, bird’s eye view, textures, patterns, line</p> <p><u>ICT</u> – log on, computer, technology, safety, personal information private.</p> <p><u>Music</u> – pitch, high, low, higher, lower, tambourine, maracas, wood blocks, triangle, bells</p> <p><u>P.E.</u> – skill, tactic, opponent, space, pass, heart, warm up, stretch</p> <p><u>R.E</u> – faith, culture, community, Christianity, Muslim, challenge, belong</p>	<p><u>Literacy</u> – blend, sounds, decode, fiction, non-fiction, title, events, prediction, story maps, sentences, full stops, capital letters, stories, letters, diary entries, direction, capital letters, digits 0-9, handwriting ‘families’.</p> <p><u>Maths</u> – counting, part whole models, ten frames, subtraction, difference between, compare, addition, symbols, greater than, less than, equals, 3D, 2D, shape, patterns, forwards, backwards, one more than, one less than.</p> <p><u>Science</u> – brick, paper, fabric, elastic, foil, wood, plastic, glass, metal, water, rock etc. hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not, waterproof/not, absorbent/not, opaque/transparent etc.</p> <p>Seasonal changes (ongoing throughout the year) – season, Spring, Summer, Autumn, Winter, weather, rain, sunny, cloudy, windy, foggy, snow, hail, sleet, day, length etc.</p> <p><u>Geography</u> – beach, cliff, sea, soil, season, town, village, mountains, rivers, lakes, maps, atlases, globes, weather, pattern, season, hot, cold, rain, sun, hail, snow, wind, fog, cloud, storm</p> <p><u>History</u> – old, new, a long time ago, past, present, future, days, weeks, months, years, decades, centuries, British Empire</p> <p><u>D.T</u> – Evaluate, design, join, glaze, cut</p> <p><u>Art & Design</u> – observational, shape, line, space, texture, size</p> <p><u>ICT</u> – research, common uses, technology</p> <p><u>Music</u> – dynamics, loud, quiet, louder, quieter</p> <p><u>P.E.</u> – dance, control, speed, direction, rhythm, perform, evaluate, travel, link, remember, repeat</p> <p><u>R.E</u> – Christians, God, Bible, loving, kind, fair, belief, worship, Jesus, Nativity.</p>

Year 1 children have homework books with an activity set each Friday.
The activities will give children the opportunity to consolidate their learning.

Children will also have regular reading books to share at home and key words to practice.
All children are allocated books and phonic games through the internet using ‘Reading Bug’.