



**Year 1**  
**Autumn Term 2020**  
**Curriculum Overview**



Subject	Autumn Term	
<b>RE</b>	<p><b>Unit A- Creation</b> <b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Recognise different parts of God's Creation and be able to show appreciation for it. <input type="checkbox"/> Know and be able to sequence the story of creation.</li> <li>- Be able to write prayers for use in a harvest liturgy associated with God's Creation.</li> <li>- Know the story of St. Francis of Assisi.</li> </ul> <p><b>Unit B- Families and celebrations</b> <b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Be able to describe celebrations in which they have been involved at home or in school and to identify celebrations as an important part of family life.</li> <li>- Understand that Mass is an important celebration for God's family and will be able to describe the different words, actions and gestures that take place.</li> <li>- Understand that in Jesus' life, his family and friends celebrated together and know the stories that tell of this.</li> </ul>	<p><b>Unit C- Prayer</b> <b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Understand that prayer is a special way of spending time with God and will be able to describe ways in which they pray.</li> <li>- Be able to identify what they want to praise, thank and ask God for in prayer and will be able to include these in their own prayers.</li> <li>- Understand how some things can help Christians pray and the way in which Christians give praise and thanks to God in traditional prayers.</li> </ul> <p><b>Unit D- Advent</b> <b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Understand that Advent is a time of waiting and preparation for the celebration of the birth of Jesus.</li> <li>- Know how the season is structured and will be able to explain some ways in which the season is celebrated at home, in the parish and in school.</li> <li>- Be able to explain the importance of making preparations for the celebration of Jesus' birth and identify some ways of doing this.</li> <li>- Understand that Advent is a time of joy and will be able to participate in a special liturgy to celebrate the season.</li> </ul>
<b>English</b>	<p>As phonics underpins writing and reading, and the children missed so much last year, we will have a huge focus on phonics this term</p> <p>Sentence structure Using finger spaces Using capital letter and full stops Spelling tricky words: see spellings across the year sheet. To reread their work to check it makes sense and to correct grammatical errors. Using simple adjectives.</p>	
<b>Maths</b>	<p>Number and place value</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li><input type="checkbox"/> Count, read and write numbers to 20 in numerals;</li> <li><input type="checkbox"/> Given a number, identify one more and one less.</li> <li><input type="checkbox"/> Read and write numbers from 1 to 20 in numerals and words.</li> </ul>	



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	<p>Addition and subtraction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.</li> <li><input type="checkbox"/> Represent and use number bonds and related subtraction facts within 10.</li> <li><input type="checkbox"/> Add and subtract one-digit and two-digit numbers to 10, including zero.</li> <li><input type="checkbox"/> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul> <p>Properties of shape</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise and name common 2-D and 3-D shapes, including:</li> <li><input type="checkbox"/> 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li><input type="checkbox"/> 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul>
<b>Science</b>	<p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> observe and comment on changes in the seasons.</li> <li><input type="checkbox"/> name the seasons and suggest the type of weather in each season.</li> <li><input type="checkbox"/> recognise the length of the day in relation to the season.</li> </ul>
<b>Computing</b>	<p><b>We are treasure hunters (using a programmable toy)</b></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that a programmable toy can be controlled by inputting a sequence of instructions</li> <li><input type="checkbox"/> Develop and record sequences of instructions as an algorithm.</li> <li><input type="checkbox"/> Programme their toy to follow their algorithm</li> <li><input type="checkbox"/> Predict how their programmes will work.</li> </ul>
<b>Topic (History Geography)</b>	<p><b>Inspiring People:</b> Harriet Tubman: Who was she and what did she do? How can we be like her?</p> <p><b>Transport:</b> Transport over the last 100 years – cars, trains, planes, by sea. How has the way people travel changed? How can we travel to different places? What kinds of transport can we find around our school?</p>
<b>D / T</b>	<p><b>Vehicles</b> Making vehicles with wheels and axles.</p>



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<b>PSHE</b>	<b>Dotcom Scheme</b>	
<b>Art</b>	<p>This term the children will be learning about themselves and why they are special. We will be discussing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What we look like and how God made them like him</li> <li>Where our families are from</li> <li><input type="checkbox"/> People we love</li> <li><input type="checkbox"/> Why we are special</li> <li><input type="checkbox"/> Things we love to do and are good at</li> <li><input type="checkbox"/> Who our friends are</li> </ul>	
<b>PE</b>	<p><b>Painting Portraits</b> Children will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use thick and thin brushes on different types of paper and sizes of paper.</li> <li><input type="checkbox"/> Use different types of paint – thick, thin, powder, block and ready mixed.</li> <li><input type="checkbox"/> Paint with different equipment e.g. comb, feathers, sponge, hands.</li> </ul>	<p><b>Dance:</b> Children will be taught master basic movements including running, jumping, throwing and catching,</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participate in group dances, developing a simple sequence of moves</li> <li><input type="checkbox"/> perform dances using simple movement patterns.</li> </ul>
<b>Music</b>	<p><b>Gymnastics:</b> Children will be taught: developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	
<b>Music</b>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use their bodies to create music – clapping, clicking fingers, tapping, stamping.</li> <li><input type="checkbox"/> play tuned and untuned instruments musically</li> <li><input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music</li> <li><input type="checkbox"/> experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	