

# Curriculum Overview for Year 1 Autumn 2023-2024

<p><b>English:</b></p> <p><u>Traditional tales, reports, fairy tales, free verse poetry, explanations</u></p> <p><u>Vocabulary grammar and punctuation</u></p> <ul style="list-style-type: none"> <li>When I write I leave spaces between my words.</li> <li>I can use 'I'.</li> <li>I know that words can be put together to build sentences.</li> <li>I can use a full stop to end a sentence.</li> <li>I can use capital letters to start a sentence.</li> <li>I am beginning to use capital letters and full stops.</li> <li>I can join words with 'and'</li> </ul>	<p><u>Composition</u></p> <ul style="list-style-type: none"> <li>I can think of and say a sentence before I write it.</li> <li>Before I write a sentence, I can say out loud what I am going to write.</li> <li>I can read aloud my own writing so my friends and the teacher can hear me</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>Collins Handwriting units:</li> <li>When writing, I sit and hold a pencil correctly.</li> <li>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</li> </ul>	<ul style="list-style-type: none"> <li>I can write capital letters and lower case letters correctly, starting and finishing in the right place.</li> </ul> <p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> <li>I speak clearly and confidently in front of people in my class</li> <li>I can hold attention when playing and learning with others</li> <li>I join in with role play</li> <li>I listen carefully to things other people have to say in a group</li> </ul>	<p><b>Science: Can a polar bear live in the desert?</b></p> <ul style="list-style-type: none"> <li>Can they <b>point</b> out some of the differences between different animals?</li> <li>Can they <b>identify</b> and name a variety of common animals that are carnivores, herbivores and omnivores?</li> <li>Can they <b>classify</b> animals by what they eat? (carnivore, herbivore, omnivore)</li> <li>Can they <b>compare</b> the bodies of different animals?</li> <li>Can they <b>name</b> a range of domestic animals?</li> <li>Can they <b>point</b> out differences between living things and non-living things?</li> <li>Can they <b>name</b> a range of wild animals?</li> </ul>	<p><b>Science 2: Can a polar bear live in the desert</b></p> <ul style="list-style-type: none"> <li>Can they <b>identify</b> and <b>name</b> a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)</li> <li>Can they <b>sort</b> photographs of living things and non-living things?</li> <li>Can they <b>describe</b> how an animal is suited to its environment?</li> <li>Can they begin to <b>classify</b> animals according to a number of given criteria?</li> </ul>
<p><u>Maths</u></p> <p><u>Number and place value</u></p> <p>Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words.</p> <p>To 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.</p> <p>Given a number, identify 1 more or 1 less.</p> <p>Count in multiples of 2 and 5.</p> <p>Count to 20, forwards and backwards, beginning with 0 or 1.</p> <p>Count, read and write numbers to 20 in numerals/words.</p>	<p><u>Addition and Subtraction</u></p> <p>Represent and use number bonds and related subtraction facts within 10, including the part/part/whole model.</p> <p>Add one-digit numbers, including zero.</p> <p>Solve one-step problems that involve addition and subtraction up to 10 and 20, using concrete objects and pictorial representations, and missing number problems.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Subtract one-digit numbers, including zero.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add one-digit and two-digit numbers to 20, including zero.</p>	<p><u>Geometry—shape</u></p> <p>Recognise and name common 2-D shapes.</p> <p>Recognise and name some common 3-D shapes.</p> <p>Describe direction and movement, including whole, half, quarter and three quarter turns.</p>	<p><u>PE: Personal Skills</u></p> <ul style="list-style-type: none"> <li>I enjoy working on simple tasks with help.</li> <li>I can follow instructions, practise safely and work on simple tasks by myself.</li> <li>I try several times if at first I don't succeed and I ask for help when appropriate.</li> </ul> <p><u>PE: Social Skills</u></p> <ul style="list-style-type: none"> <li>I can play with others and take turns and share with help.</li> <li>I can work sensibly with others, taking turns and sharing.</li> <li>I can help, praise and encourage others in their learning.</li> </ul>	<p><u>RE—</u></p> <p><u>What does it mean to belong to a faith community?</u></p> <p><u>What do Christians believe God is like?</u></p> <p>I can identify what a parable is</p> <p>I can tell the story of the Lost Son from the Bible and recognise God as a forgiving father</p> <p>I can say why the story of the Lost Son is important to Christians</p> <p>I can give at least two examples of how Christians show their belief in God as loving and forgiving</p> <p>I can talk about an example of how Christians put their beliefs into practice in worship</p>
<p><u>History: Who are our local heroes?</u></p> <ul style="list-style-type: none"> <li>I can <b>describe</b> things using words and phrases like: old, new and a long time ago.</li> <li>I can <b>recognise</b> that a story may have happened a long time ago.</li> <li>I can <b>select</b> objects belonged to the past.</li> <li>I can <b>recall</b> a familiar story set in the past.</li> <li>I can <b>reason</b> about how some famous people have helped our lives be better today.</li> <li>I can <b>recognise</b> that we celebrate certain events because of what happened many years ago.</li> <li>I can answer questions by <b>observing</b> an artefact/ photograph provided.</li> <li>I can <b>speculate</b> about what an object was used for in the past.</li> <li>I can <b>describe</b> things using words and phrases like: very old, when mummy and daddy were little.</li> <li>I can <b>select</b> the words before and after correctly.</li> <li>I can say <b>reasons</b> why I think a story was set in the past.</li> <li>I can <b>describe</b> why certain objects were different in the past, e.g. iron, music systems, televisions.</li> <li>I can <b>recall</b> an important historical event that happened in the past.</li> <li>I can answer questions by <b>observing</b> a range of artefacts/ photographs provided.</li> <li>I can <b>recall</b> and <b>summarise</b> information about a famous person by carrying out some research on him or her.</li> </ul>	<p><u>Geography: What can we see in Bolton?</u></p> <ul style="list-style-type: none"> <li>I can <b>describe</b> what I like about my locality.</li> <li>I can <b>categorise</b> things I like and don't like.</li> <li>I can answer some questions by <b>selecting</b> different resources, such as books, the internet and atlases.</li> <li>I can <b>select</b> a few relevant questions to ask about a locality.</li> <li>I can <b>recall</b> someone my address.</li> <li>I can <b>compare/contrast</b> the main features of a hot and cold place.</li> <li>I can <b>describe</b> a locality using words and pictures.</li> <li>I can <b>identify</b> key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'.</li> <li>I can <b>recall</b> some of the main towns and cities in the United Kingdom.</li> </ul>	<p><u>Design and Technology:</u></p> <p>I can <b>recall</b> that levers and sliders are mechanisms and can make things move.</p> <p>I can <b>identify</b> whether a mechanism is a lever or slider.</p> <p>I can <b>select</b> and use the correct vocabulary:</p> <ul style="list-style-type: none"> <li>I can <b>describe</b> the purpose of structures</li> <li>I can <b>identify</b> and turn 2D nets into 3D structures. I</li> <li>I can <b>recognise</b> that the shape of materials can be changed to improve the strength and stiffness of structures.</li> <li>I can <b>demonstrate understanding</b> that cylinders are a strong type of structure.</li> <li>I can <b>describe</b> how windmill turbines work and <b>recall</b> how axles work in structures.</li> </ul>	<p><u>Art:</u></p> <ul style="list-style-type: none"> <li>I can <b>explore</b> mark making.</li> <li>I can <b>select</b> 2D mathematical shapes to draw.</li> <li>I can <b>explore</b> and express line to represent a landscape and water.</li> <li>I can <b>recognise</b> the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy.</li> <li>I can <b>explore</b> and experiment with line.</li> <li>I can <b>explore</b> sketchbooks voluntarily to record thoughts and ideas and experiment with materials.</li> <li>I can <b>demonstrate understanding</b> of patterns in nature from observation</li> <li>I can <b>create</b> abstract compositions use various shapes.</li> <li>I can <b>create</b> original patterns and designs.</li> </ul>	<p><u>Computing—Digital citizenship</u></p> <ul style="list-style-type: none"> <li>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</li> <li>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. (butterfly feeling).</li> <li>I can use the internet with adult support to communicate with people I know.</li> <li>I can explain why it is important to be considerate and kind to people online.</li> <li>I can recognise that information can stay online and could be copied.</li> <li>I can describe what information I should not put online without asking a trusted adult first.</li> </ul>
			<p><u>Music</u></p> <ul style="list-style-type: none"> <li>Use voices expressively and creatively by singing songs, speaking chants and rhymes.</li> <li>Explore sounds around us and sounds of Instruments.</li> <li>Use various percussion instruments appropriately to make and combine sounds musically.</li> <li>Listen and understand live &amp; recorded music.</li> </ul>	