



Knypersley First School Year 1 Autumn Term Curriculum Plan

Term	Autumn 1	Autumn 2
Topic	Swings, Slides and Roundabouts	Toy Story
Core Text	Shark in the Park	Toys in Space
Debating	Should parks only be used by children?	Should children play outside more than inside?
English	<p>Narrative Stories with familiar settings Outcome: Children can write simple sentences to retell events based on personal experience or story based on familiar events.</p> <p>Non-Fiction Labels, lists and captions Outcome: Children can write a caption for an object or picture in a complete sentence with a capital letter and full stop.</p> <p>Poetry Songs and repetitive phrases Outcome: Children can write their own simple repetitive texts (on paper or on screen), and develop their writing by adding further words or phrases from a given beginning, following a specific pattern or within an appropriate frame.</p>	<p>Narrative Stories with repeating patterns/predictable phrasing Outcome: Children will read and discuss a story with a repeated pattern. They will learn a repeated refrain orally and then adapt this to create their own individual sentences using this pattern to create their own story.</p> <p>Non-Fiction Recounts Outcome: Children can write a recount using time connectives to sequence events and correctly demarcate sentences. Children can read and share through guided and shared reading personal recounts and discuss the difference between recounts and stories, fact and fiction.</p> <p>Poetry Patterns and Rhymes Outcome: Children hear, read and respond to rhymes and simple patterned stories. They join in with 'performances' of them, with and without music, actions and other enhancements. They use simple pattern structures to support their writing. Motivate children to talk about humorous poems and stories and get them writing. Children could take part in skipping, chanting poems and compose their own verses to poems that include repetition</p>
English Skills	<p>Reading: Reading: decode words using phonics, match graphemes for all phonemes; blend sounds in unfamiliar words containing taught GPC's, read common 'exception' words, read words with common suffixes; read words of more than one syllable containing taught GPC's read contractions; read aloud phonics –based books developing fluency and confidence; share and discuss poems, stories and non-fiction beyond own reading level; check for sense and correct reading errors; discuss word meanings, discuss the significance of title and events; make inferences and predictions; explain their understanding of what is read to them .</p> <p>Writing: spell words containing each of the 40+ phonemes; spell common 'exception' words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; , form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read aloud own writing; leave spaces between words; join words and clauses using 'and'; begin to use basic punctuation (. ? !); use capital letters to start sentences and for proper nouns; learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2.</p> <p>Spoken Language: listen and respond appropriately, ask relevant questions; build vocabulary; articulate and justify own ideas; describe and narrate for different purposes, express feelings; participate actively in conversations; speculate and explore ideas; speak clearly and fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; explore different viewpoints, communicate effectively using appropriate register.</p>	
Maths	<p>Place Value:</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count in multiples of twos • given a number, identify one more and one less • read and write numbers from 1 to 20 in numbers and words. 	



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	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> read, write and understand sums using addition (+), subtraction (-) and equals (=) signs know number bonds to 20 for + and - <i>e.g. $2 + 8 = 10$ so $12 + 8 = 20$</i> <i>$10 - 8 = 2$ so $20 - 8 = 12$</i> solve simple word problems that involve addition and subtraction, using objects and pictures to count. <p>Geometry (Shape)</p> <ul style="list-style-type: none"> Recognise and name common 2-D shapes, <i>e.g. oblongs, squares, circles and triangles.</i> <p>Problem Solving</p> <ul style="list-style-type: none"> Recognise and explain patterns and relationships <i>e.g. 2, 4, 6, ____, 10 they are even numbers so the missing number is 8.</i> Predict (guess) with increasing confidence <i>e.g. how many? More or less than 20 etc.</i> Begin to work logically solving practical problems <i>e.g. When I roll 2 six sided dice, I add the numbers together to find the total. How many totals are there?</i> 	
Mental Calculation	<ul style="list-style-type: none"> Recognise odd and even numbers Count on in 1s and 10s from different number and see patterns <i>e.g. 7, 17, 27, 37 ...</i> 	
Science	<p><u>Everyday materials.</u> Distinguish between an object and the material from which it is made. Explore, experiment with, identify and name a variety of everyday materials.</p>	<p><u>Seasonal changes.</u> Observe changes across the four seasons and describe weather associated with the seasons including how day length varies. Weather in the UK. Identify seasonal and daily weather patterns in the UK. Watch weather being forecast on the Television. To ask and answer questions about the weather in the UK. Use basic geographical vocabulary to describe the weather. Children to observe the weather. Children to draw or write a weather report for their locality. Geography link</p>
Science Investigation	What would be the best material for making a slide?	
Computing	<p>Learning to be creators: Give directional instruction that can be understood and followed: Activities Directions-which way to go, using the beebot/park mat and CCL PE. (CS) Learning to be scientist: U use a computer to create and develop digital art work Activities: Colour magic to create 'Park' picture learning how to save/edit their work. (C) Use a digital camera to record selected images Activities:</p>	<p>Learning to be creators: Use images they have taken in other software packages: (C) Activities: Use a camera to take a picture which is uploaded onto Word with a caption. Use a digital video camera to record a class activity Activities: PE CCL and acting and discuss what could be improved and why. <i>Ipad apps, digital art in the Real world.</i> (C)</p>



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	<p>Take photos at the park and downloading images to the computer and import into MSWord. (C)</p> <p>Learning to be e-safe: Learn ways for staying safe when using the internet Activities: use websites to talk about how to stay safe</p>	<p>Learning to be e-safe Identify that we can use the computers to discover new ideas and visit new places Activities: use the internet to show them how toys are made. (ES) Know that they may leave a digital footprint when using the internet Activities: children use kidsmart.org.uk/digital footprints/ to introduce. (ES)</p>
History	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <i>Children will look at parks, toys and games from the past.</i> Place events and artefacts in order on a time line. <i>Children will place toys in order in a timeline.</i></p> <p style="text-align: center;">Recount changes that have occurred in their own lives.</p>	
Geography	<p>Field trip: Brown Lees Park. Asking and answering geographical questions about the park. What is this place like? What or who will I see in this place? What do people do in this place? Identify key features of the park both human and physical. E.g. swings, slide, path, picnic table, grass, litter bin, bench, etc. Study the park environment. How is the land used? Devise a simple map of the park using symbols and a key.</p>	<p>Weather in the UK. Identify seasonal and daily weather patterns in the UK. Watch weather being forecast on the Television. To ask and answer questions about the weather in the UK. Use basic geographical vocabulary to describe the weather. Children to observe the weather. Children to draw or write a weather report for their locality.</p> <p>Science link</p>
Art and Design	<ul style="list-style-type: none"> To use a range of materials to sculpture a playground using their own design based on ideas generated from looking at a range of playground designs (starting point). To explore different materials and techniques including cutting, rolling and moulding to develop ideas. To use a combination of shapes, lines and textures. To use rolled up paper, straws, paper and card to create own playground models. 	<ul style="list-style-type: none"> To sketch different bears- Show different tones by using coloured pencils. To use different toys eg. Lego, stickle bricks, k-nexfor printing to create an effect . To press, roll, rub and stamp to make prints. To mix different shades of colours using the primary colours and adding white or black to create different tones- different old toys. Push up puppet and cups- Punch and Judy To select from a range of materials and arrange them for a desired effect.
Design and Technology	<ul style="list-style-type: none"> To design and make a model of an item for a park. To look at current playground equipment, identify what is good about the design and suggest improvements. To create a design based on research. To refine the design whilst making the product. To create a roundabout, incorporating a winding mechanism. 	<ul style="list-style-type: none"> To design and make a toy of our choice. Join materials using glue and/or a stitch- stitch a simple pattern- to make a stuffed animal.
PE	<p>GYMNASTICS: basic movements- travelling and balance actions. GAMES: jumping, running, catching.</p>	<p>DANCE: basic dance movements link to toys- Toy Story moves- Buzz Lightyear</p>
	<p>Swimming termly: swim unaided up to 25 metres</p>	
Music	<p>To perform Take part in singing accurately following the melody. To Compose</p>	<p>To perform Take part in singing accurately following the melody. Imitate changes in pitch.</p>



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	<p>Clap rhythms</p> <p>To describe music</p> <p>Identify the beat of a tune.</p> <p>Chn will learn a selection of playground songs, including clapping song, clap the beat/rhythms.</p> <p>Chn will learn songs for the Harvest festival.</p>	<p>To Compose</p> <p>Create a mixture of different sounds.</p> <p>Choose sounds to create an effect.</p> <p>To describe music</p> <p>Recognise changes in pitch.</p> <p>To Transcribe</p> <p>Use symbols to represent a composition and use them to help with performance.</p> <p>Chn will use percussion instruments to accompany toy songs. They will create symbols for the different toys and sounds to represent these.</p> <p>Chn will also be learning the songs for their Christmas play.</p>
RE	<p><u>Caring</u></p> <p>Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions.</p>	<p><u>Belonging</u></p> <p>Find out about ceremonies in which special moments in the life cycle are marked.</p>
PHSRE	<ul style="list-style-type: none"> • As a class we will develop and agreeing to rules. • We will talking about good and bad feelings and recognising how others show feelings and how to respond. • The importance of personal hygiene will be discussed and modelled including washing hands and brushing our teeth. 	<ul style="list-style-type: none"> • We will be naming the main parts of the body and the similarities between boys and girls and identify and respect the differences and similarities between people. • Using role-play and stories we will recognise what is fair and unfair and right and wrong.
Special Visits /Visitors	Brown Lees Park	Regent Theatre Brampton Museum- toy visit