



## YEAR ONE AUTUMN TERM CURRICULUM 2021-22

### As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of roles and respond to others in role

### As Readers:

- respond speedily with the correct sound to graphemes for all 40+ phonemes, read accurately by blending sounds in word, read common exception words, read aloud books that are consistent with developing phonic knowledge
- explore the key texts 'Major Glad, Major Dizzy' and 'Rapunzel' as vehicles for learning about key language features of fiction texts

### As Writers:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower case letters in the correct direction, starting and finishing in the correct place
- form capital letters
- form digits 0-9
- combine words to make sentence
- join words and clauses using 'and'
- use of plural noun suffix -s, es
- use of suffix added to verbs -er
- leave spaces between words
- write simple narratives based on those they have read (a traditional tale and a finding story)
- write a simple set of instructions 'How to trap a witch'
- write a story about an old toy
- complete a dictated exercise using common exception words

### As Mathematicians:

#### **Place value (within 10)**

- count, read and write forwards and backwards from any number 0 to 10
- know the symbols for equals, greater than and less than
- count one more and one less within 10
- compare and order groups of objects within 10
- compare and order numbers within 10

#### **Addition and subtraction**

- find number bonds for numbers within 10
- use part whole model to solve simple addition and subtraction problems
- learn fact families to make links between addition and subtraction

#### **Place value (within 20)**

- count, read and write forwards and backwards from any number 0 to 20
- partition numbers within 20 using tens and ones
- count one more and one less within 20
- compare and order groups of objects within 20
- compare and order numbers within 20

<p><b>As Scientists:</b></p> <ul style="list-style-type: none"> <li>*identify, name, draw and label parts of the human body and say which part of the body is associated with each sense</li> <li>*identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>*identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>*describe and compare the structure of a variety of common animals</li> <li>*observe seasonal changes</li> <li>*observe and describe the different weather associated with the seasons and day length</li> </ul>	<p><b>As Computing Scientists:</b> <u>Information technology</u></p> <ul style="list-style-type: none"> <li>*use technology purposefully, to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><b>Key Apps</b> Purple Mash</p>	<p><b>As Historians:</b></p> <ul style="list-style-type: none"> <li>*develop an awareness of the past and use common words and phrases related to the passing of time</li> <li>*Learn about changes within living memory.</li> <li>*Learn about events beyond living memory</li> <li>*use photographic sources and primary sources in the form of past pupils</li> </ul>	<p><b>As Geographers:</b></p> <ul style="list-style-type: none"> <li>*use simple observational skills to study the geography of their school in relation to rest of world</li> <li>*use simple fieldwork skills to study the geography of the school grounds</li> <li>*understand and use the vocabulary of the key human and physical features in the school grounds</li> </ul>	<p><b>As Musicians:</b></p> <ul style="list-style-type: none"> <li>*Manage a cumulative structure and remember the order of events</li> <li>*Work with others to give a performance with props</li> <li>*Use dynamics to enhance the mood of a song</li> <li>*Mark rests with sound-makers</li> <li>*Sing a verse in a small solo group</li> <li>*Maintain a rhythmic ostinato during a performance</li> <li>*Identify and follow a simple song structure and rhyme pattern</li> <li>*Chant rhythmically, keeping together as a group, marking rests accurately</li> <li>*Create and perform a new rap</li> </ul>
<p><b>Key Vocabulary:</b></p> <p>human, skeleton, veins, blood, taste, hearing, touch, smell, sight, senses, fish, amphibian, reptile, bird, mammal, adaptation, carnivore, domestic animal, habitat, herbivore, omnivore, pet, predator, prey, wild animal, deciduous, evergreen, leaves, berries, fruit, season</p>	<p><b>Key Vocabulary:</b></p> <p>Login, username, password, avatar, my work, logout, save, notification, topics, tools</p>	<p><b>Key Vocabulary:</b></p> <p>Artefact, childhood, housewife, museum, past, present, today, Victorian, change</p>	<p><b>Key Vocabulary:</b></p> <p>car park, school, woodland, field, path, bench, playground, flower bed, fence, gate, human, physical, key, West Kirby, Wirral, peninsula</p>	<p><b>Key Vocabulary:</b></p> <p>pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,</p>
<p><b>As Artists:</b></p> <ul style="list-style-type: none"> <li>*Use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>*Use a range of materials creatively to design and make products</li> <li>*Learn about the work of a range of artists</li> </ul>	<p><b>For spiritual and moral development, children will be learning about:</b></p> <ul style="list-style-type: none"> <li>*Gifts - how can our hands serve and help? How do clergy use their hands? How did Jesus use his hands? How do we share at Harvest time?</li> <li>*Preparing for a celebration - What does it mean to belong to Christianity? Christian celebrations and how we prepare to celebrate (including weddings, baptisms, Advent and Christmas).</li> <li>*The New Testament - What do you know about the story of Jesus' birth?</li> <li>*Ask and respond to questions about what individuals and communities do,</li> </ul>	<p><b>Enhancements, Visits &amp; Key Dates:</b></p> <ul style="list-style-type: none"> <li>*Visits to St. Michael's Church</li> <li>*Visit to Liverpool Museum</li> <li>- Visit to Knowsley Safari Park</li> </ul>	<p><b>As Respectful Responsible Citizens:</b></p> <ul style="list-style-type: none"> <li>*Class rules/contributing to life of classroom</li> <li>*My special people – What makes a healthy family life? Features should lead to happiness and security</li> <li>*Caring friendships - What is friendship? What makes a good friend and a healthy friendship? – turn taking, kindness, consideration, honesty, truthfulness</li> <li>*Respectful Friendships – using manners, importance of respecting others even when they are different from them</li> <li>*Special people in the community – how are they contacted in an emergency? Keeping safe</li> </ul>	

	<p>and why, so that pupils can identify what difference belonging to a community might make (Saudi Arabia)</p> <p>*Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come (The Birth of Muhammad).</p> <p>*Find out about questions of right and wrong and begin to express their ideas and opinions in response (Al-Amin).</p> <p>*Notice and respond sensitively to some similarities between different religions and world views (Why Muhammad is so special to Muslims)</p> <p>*Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>*Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make (Visitor coming to school to discuss the importance of Muhammad). *Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry (Writing their own names in Arabic).</p>		
<p><u>Key Vocabulary:</u> Sketch, collage, composition, facial feature, subject, texture</p>	<p><u>Key Vocabulary:</u> clergy, Harvest, celebration, Christianity, Christian, wedding, marriage, baptism, Advent, Christmas, New Testament, Old Testament, Christingle, Allah, Arabic, beliefs, calligraphy, honest, Mecca, Muhammad, prophet, Saudi Arabia, trustworthy</p>		<p><u>Key Vocabulary:</u> special, family, security, happiness, caring, kindness, respect, healthy, honesty, truthfulness, friendship, differences, police, firefighter, lifeboat, coastguard, ambulance, paramedic</p>