



North Ferriby CE Primary School

Curriculum Information

Year Group:	Year One	Mrs Sharkey
Term:	Autumn 1 and Autumn 2	
Topic or Theme:	Ourselves, Hull Fair week, Safety week, Celebrations, Christmas	

Subject:	Coverage
English	<p>Composition: To say out loud what they are going to write about. To compose a sentence orally before writing it.</p> <p>Handwriting: To sit correctly at a table, holding a pencil comfortably and correctly and begin to form lower-case letters in the correct direction, starting and finishing in the right place. To form digits 0-9 correctly.</p> <p>Spelling: To apply spelling rules and guidelines from taught phonics sessions. To apply spelling rules and guidelines as listed in English Appendix 1 of the curriculum.</p> <p>Grammar: To leave spaces between words. To begin to punctuate sentences using a capital letter and a full stop.</p> <p>Reading: Phonics and transcription To teach phase 4 then start Phase 5 and begin to read Phase 5 sounds in words and apply them in writing. To recap Phase 3 phonics sounds and Phase 4 words. To name the letters of the alphabet in order. To use ing, ed, er and est where no change is needed to the root word.</p> <p>Reading word To apply phonic knowledge and skills to decode words when reading. To begin to respond steadily with the correct sound to graphemes for taught phonemes. To begin to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. To re-read books to build up fluency and confidence in word reading.</p> <p>Comprehension Reading in school will be taught through 1:1 sessions supported by home reading. To become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. To recognise and join in with predictable phrases. To learn to appreciate rhymes and poems, and to recite some by heart. To participate in discussion about what is read to them, taking turns and listening to what others say.</p>
Maths	<p>Number: Autumn 1 <u>Number and Place Value</u> Count forwards to 100 from 0; Count forwards to 100 from any given number; Count in multiples of 10 to 120; Count in multiples of 2 to 10 forwards; Count in multiples of 2s to 24 forwards; Count to 20 backwards; Count to 20 forwards; Identify numbers to 20 on a numberline; Identify numbers to 20 using a variety of objects; Identify 1 more/less than any number to 20; Identify quantities to 20 using a variety of objects; Identify the location of numbers to 20 on an empty numberline with divisions; Read numbers to 20 in numerals; Represent numbers to 20 with</p>

	<p>pictures/drawings; Represent quantities to 20 with pictures/drawings; Write numbers to 20 in numerals</p> <p><u>Addition and subtraction</u> Know addition facts within 10; Know addition facts within 20; Know subtraction facts within 10; Know subtraction facts within 20; Know to put the largest number in my head to count on for addition; Read write and interpret mathematical statements involving + and =; Read write and interpret mathematical statements involving - and =</p> <p><u>Measurement</u> Recognise and use language of the days of the week; Recognise and use language of the months of the year; Sequence events in chronological order using language before/after, next/first, today/yesterday, tomorrow, afternoon and evening</p> <p><u>Geometry</u> Recognise and name common 2d shapes: circle, triangle, rectangle, square, pentagon, hexagon, octagon in different orientations and sizes Recognise and name common 3d shapes: cube, cuboid, sphere, cone, cylinder, square based pyramid</p>
RE	<p>Recognise what makes a person unique Compare themselves to others Say how faith members are the same and how they are different Talk sensitively about people of different faiths Retell faith stories about caring for others Say why they think people of faith may help others Say why religious people celebrate an important life event Talk about their important life events Name religious ceremonies connected with important times of life Say what they think matters most in a religious ceremony Talk about religious symbols and artefacts in an important religious ceremony Say why symbols and artefacts are important at certain times of life Christmas topic and concert</p>
Science	<p><u>Ourselves</u> Content (1AH) iv) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Working Scientifically (KS1 WS) i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment iii) performing simple tests iv) identifying and classifying v) using their observations and ideas to suggest answers to questions vi) gathering and recording data to help in answering questions</p> <p><u>Our Pets</u> Animals Including Humans i) identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. iii) describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>

	<p>Working scientifically (KS1 WS)</p> <ul style="list-style-type: none"> i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment iii) performing simple tests iv) identifying and classifying <p>using their observations and ideas to suggest answers to questions.</p>
Computing	<p>Computer Skills</p> <p>This unit will teach children the basic computer skills that they will need in order to be able to use a desktop or laptop computer. Children will learn how to use a computer mouse or a trackpad and how to switch on and shut down a computer. They will apply their mouse or trackpad skills by launching applications, manipulating windows and opening and saving files and folders. The children will then practise their clicking skills and learn how to drag objects, either using a mouse or trackpad.</p>
PE	<p>Gymnastics:</p> <ul style="list-style-type: none"> Perform simple gymnastics movements (jump, roll, travel, climb, still) Use space safely, being aware of others and apparatus Make up and perform simple movement phrases Link and perform basic gymnastic actions Perform movements with some control and accuracy Know the difference between tension and relaxation Carry apparatus safely, with guidance Watch and describe a basic phrase using accurate language
Art and design	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>This will be taught primarily through Challenge Folders</p>
History	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> - how they have changed over time, how people change over time.
Geography	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> - Observe changes of the seasons within our local environment – what changes what stays the same <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> - Introduction to geographical equipment <p>This will be taught primarily through Challenge Folders</p>
Design and technology	<p>Weekly challenges in the Challenge Folder area</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Fruit week, Vegetable week</p> <ul style="list-style-type: none"> - Fruit salad, vegetable soup

Music	The children will use their voices expressively and creatively by singing songs within a group and on their own. They will play various instruments and understand beats and rhythms, performing both with increasing confidence. They will listen with concentration, understanding and interpretation to a range of musical genres with varying lengths. Christmas production; Stable Boy.
PSHE	School visits <ul style="list-style-type: none"> - Eureka - -Build a Bear - Cinema - national film week - Hull Truck Theatre visit -Learn the new class routines and rules -become a valued member of the class and be a good friend Cross curricular – healthy Confidence and independence focus
British Values	Treat everyone the same
School Vision Plan	Enterprise: FONFS Christmas fair making and selling Healthy and Safe: Safety week – covering fire, water, fireworks, road safety, rail, road etc Healthy – focus during Autumn 1 topic Creative: through Challenge Folders Thinking Skills: through Challenge Folders

Ways you can help your child at home:

In year 1 you will sit weekly maths tests called Beat That Big Maths (BTBM) and Learn Its. The BTBM is not timed and you can use fingers and things around the classroom to help. The Learn Its test is timed. It is very quick and is testing that you know maths facts instantly.

Things to practise to help you with these 2 tests are

- Writing your numbers the right way around
- Writing numbers following on from a given number
- Counting in 2s, 5s and 10s
- Counting forwards and backwards
- knowing the different ways of making 10
- knowing addition facts within 10 eg. $6+3=$, $2+7=$, $5+3=$ etc
- knowing doubles of single digit numbers

Reading – 4 reads per week

Spellings – weekly spellings to be practiced at home until learned by memory

Handwriting sheets to be sent home

Science – please make a sound sensory bottle on 5th October – letter to follow with more details

Please encourage your child to complete as many challenge folders as they can each week

Please bring a piece of fruit during fruit week

Please bring a vegetable during vegetable week

Please bring a baby, toddler and now photograph in week 2