


# Who am I?

## Year 1 Autumn 1– Curriculum Plan

*Our vision: ‘Life in All its Fullness’ (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.*



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| <b>English</b><br><b>Reading and Phonics</b><br>Children follow the National Curriculum Framework to develop their word –reading and comprehension skills. They are given extensive opportunities to listen to, share and discuss a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. They also take part in daily phonics lessons to enable them to read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*.<br><b>Writing</b><br>Following the National Curriculum Framework, children work on developing their composition; handwriting; spelling and vocabulary, grammar and punctuation skills. They also focus on the use of Standard English and are encouraged to use this when speaking and in their writing. |  | <b>In this sequence of learning, children are encouraged to identify with key people and develop a sense of empathy. They explore the personal qualities and characteristics demonstrated by these people and consider how they themselves can be ‘the best that they can.’ They also learn about the human body and what they need to do in order to be fit and healthy.</b>  |   | <b>Maths</b><br><b>Number and Place Value</b> <ul style="list-style-type: none"><li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>Count, read and write numbers to 100 in numerals</li><li>Given a number, identify 1 more and 1 less</li><li>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</li><li>Read and write numbers from 1 to 20 in numerals and words</li><li>Partition a two digit number into 10s and 1s to demonstrate an understanding of place value using structured resources to help them if required</li></ul> <b>Addition and Subtraction</b> <ul style="list-style-type: none"><li>Represent and use number facts and related subtraction facts within 20</li><li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals signs</li></ul> |  |
| <b>RE</b><br><b>Who is God? What is the Bible about?</b> <ul style="list-style-type: none"><li>Recall images that illustrate what God is like</li><li>Suggest meanings for some Biblical images of God</li><li>Talk about some Christian beliefs about what God is like</li><li>Talk about what they think God is like</li><li>Recall the names of some people from the Bible</li><li>Explain how books can be special and talk about their own special books</li></ul>   |  | <br><b>Queen Elizabeth II</b><br>Who is she? What has she achieved?<br>How does she demonstrate our school’s Christian values? What can we learn from her?  |   | <b>Science</b><br><b>How do our bodies work? How do we keep our bodies healthy?</b> <ul style="list-style-type: none"><li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li><li>Asking simple questions and recognising that they can be answered in different ways</li><li>Finding things out using secondary sources of information</li></ul>   |  |
| <b>Design Technology</b><br><b>How can I eat healthily?</b> <ul style="list-style-type: none"><li>I can use the basic principles of a healthy and varied diet to prepare dishes</li><li>I can understand where food comes from</li><li>I can think of ideas for designs that fit a design criteria for a product for myself and / or for someone else.</li><li>I can talk about my ideas and explain why I have made certain decisions.</li></ul>   |  | <b>History (Focus: Queen Elizabeth II)</b><br><b>How do people ‘make’ history?</b> <ul style="list-style-type: none"><li>Uses some common words and phrases about the passing of time and placing named events and objects in chronological order.</li><li>Answers simple questions about the past</li><li>Relates the lives of significant individuals in the past who have contributed to national achievements.</li><li>Identifies significant historical events, people and places in their own locality</li></ul> | <b>Geography (Foci: Frankley, London)</b><br><b>Where do we live? What is it like to live in the UK?</b> <ul style="list-style-type: none"><li>He/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</li><li>He/she can use basic geographical vocabulary to identify and describe key physical and human features.</li><li>He/she can name and locate the four countries and capital cities of the UK.</li></ul> | <b>PE</b><br><b>How can we work well together?</b> <ul style="list-style-type: none"><li>I can move into spaces freely using a range of movements.</li><li>I can control my body to stop quickly and efficiently after a movement.</li><li>I can cooperate with others in physical activity.</li><li>I have a basic understanding of the positive effects of exercise.</li><li>I have a basic understanding of how my body reacts to exercise</li><li>I can engage individually in physical activity.</li></ul>   |  |
| <b>Art (Foci: Self Portraits, Picasso)</b><br><b>How are people represented in Art?</b> <ul style="list-style-type: none"><li>I can use a range of techniques, experimenting with colour, pattern, texture and line.</li><li>I can talk about the work of different artists; describing what I can see and talking about differences and similarities in their work.</li><li>I can talk about what I can see and think about when I look at a painting, drawing or sculpture.</li></ul>   |  | <b>Music</b><br><b>How can I make music to perform to an audience?</b> <ul style="list-style-type: none"><li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>Listen with concentration and understanding to a range of high-quality live and recorded music</li></ul>   | <b>Computing</b><br><b>How can we create and use our own programs?</b> <ul style="list-style-type: none"><li>Understand what algorithms are.</li><li>Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li><li>Create and debug simple programs</li><li>Use logical reasoning to predict the behaviour of simple programs.</li></ul>  | <b>PSHE</b><br><b>Get Heartsmart</b> <ul style="list-style-type: none"><li>to identify their special people (family, friends, carers) what makes them special and how special people should care for one another</li><li>to recognise when people are being unkind to them or others, how to respond, who to tell and what to say</li><li>to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</li></ul>  |  |
| <b>Community</b><br><b>How can I do all the good I can?</b> <ul style="list-style-type: none"><li>Support Community Foodbank (New Starts, Arden Road)</li><li>Plan Christmas fundraising for homeless charity</li></ul>   |  | <b>Trips/ Visitors/ Celebrations</b> <ul style="list-style-type: none"><li>Harvest Festival</li></ul>  | <b>British Values</b> <ul style="list-style-type: none"><li>Democracy—Spiritual Council Elections,</li><li>Rule of Law—Class Rules</li><li>Tolerance and Mutual Respect—recognising and respecting similarities and differences between people</li></ul>  | <b>SMSC</b><br>Social, supporting foodbank, local areas, Heartsmart PSHE<br>Moral- Heartsmart PSHE<br>Spiritual—Spiritual Council Elections, Collective Worship, Heartsmart PSHE<br>Cultural—Art—Picasso and Self portraits, The Queen / Royal family   |  |

*honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope*