

Who am I?

Year 1 Autumn 2 – 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.

<p>English Reading and Phonics 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*. Writing 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.</p>	<p>In this sequence of learning, children are encouraged to identify with key people and explore how they have made a positive difference to the world that we live in today. They begin to learn about countries outside of the UK and history beyond their lifetime. The children also learn about the basic needs and rights of humans and how they can be proactive in treating others fairly and with dignity and respect.</p>		<p>Maths 2D and 3D shape <ul style="list-style-type: none"> Name 2-D shapes and 3-D shapes from a group of shapes or from pictures of the shapes and describe some properties Fractions <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Multiplication and division <ul style="list-style-type: none"> Count in multiples of twos, fives and tens Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher </p>
<p>RE What is a church? Why do people give presents at Christmas?</p> <ul style="list-style-type: none"> I can use paintings and stories from the Bible to help me to find answers to questions. I can name the key features of a church and explain what they are for or how they are used. I can talk about why it is important to show respect in a place of worship. I can give my opinion showing sensitivity to the fact that other people might have different opinions to me. 	<div style="display: flex; align-items: center; justify-content: center;">  <div style="text-align: center;"> <p>Rosa Parks</p> <p>Who was she? What was her life like when she was growing up? How did her actions change the lives of people in the United States?</p> </div> </div>		<p>Science What do animals and humans need to survive?</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies
<p>Design Technology How can I eat healthily?</p> <ul style="list-style-type: none"> I can use the basic principles of a healthy and varied diet to prepare dishes I can understand where food comes from I can think of ideas for designs that fit a design criteria for a product for myself and / or for someone else. I can talk about my ideas and explain why I have made certain decisions. 	<p>History (Focus: Rosa Parkes) How have people improved the lives of others?</p> <ul style="list-style-type: none"> States some reasons why people in the past acted as they did or why events happened Communicates about aspects of life in past times and can use some everyday historical terms Describes changes within living memory Identifies some similarities and differences between ways of life in different periods 	<p>Geography (Foci: geographical features, USA) What is Rosa Parks' country like?</p> <ul style="list-style-type: none"> He/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. He/she can use basic geographical vocabulary to identify and describe key physical and human features. 	<p>PE How can we express ourselves through dance?</p> <ul style="list-style-type: none"> I can perform dances using simple movement patterns. I can express basic emotions through creative dance. I can cooperate with others in physical activity.
<p>Art (Foci: Self Portraits, Picasso) How are people represented in Art?</p> <ul style="list-style-type: none"> I can use a range of techniques, experimenting with colour, pattern, texture and line. I can talk about the work of different artists; describing what I can see and talking about differences and similarities in their work. I can talk about what I can see and think about when I look at a painting, drawing or sculpture. I can use different materials to make my product 	<p>Music How can I make music to perform to an audience?</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Computing How can we create and use our own programs?</p> <ul style="list-style-type: none"> Understand what algorithms are. Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs. 	<p>PSHE Don't forget to let love in!</p> <ul style="list-style-type: none"> the importance of, and how to, maintain personal hygiene how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to prevent diseases spreading that household products, including medicines can be harmful if not used properly about the role money plays in their lives including how to keep it safe, choices about spending and saving and what influences those choices to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond
<p>Community How can I help my local community?</p> <ul style="list-style-type: none"> Support Community Foodbank (New Starts, Arden Road) Christmas fundraising for homeless charity / Arden Road craft sale Children In Need fundraising Christmas food parcels for the homeless 	<p>Trips/ Visitors/ Celebrations</p> <ul style="list-style-type: none"> Diwali Dance Workshop Trip to Palace theatre Remembrance Day Service Children In Need Stories around the Christmas tree Frankley Community Library 	<p>British Values</p> <ul style="list-style-type: none"> Democracy—School Council Elections Rule of Law—Class Rules Tolerance and Mutual Respect—Diwali Dance Workshop , Children In Need, Remembrance Day Individual Liberty—Rosa Parkes 	<p>SMSC Social—Supporting foodbank, homeless charities, fundraising, Children In Need Moral—discussing human rights (Rosa Parkes) , Big Questions , homelessness, Heartsmart PSHE Spiritual—Collective Worship, Big Questions, Heartsmart PSHE Cultural—Art– Picasso, Diwali Dance workshop</p>

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