

YEAR GROUP OVERVIEW



Year 1 – Autumn 1

English - Reading

Reading is an invaluable part of your child's education and is key to learning in all subjects across the curriculum. We aim to develop our children into confident and fluent readers, and to broaden their vocabulary, by exposing them to a rich diet of high-quality texts from a range of different genres. Reading is taught in Key Stage One through the Read Write Inc. (RWI) phonics scheme. Pupils access daily phonics lessons which are targeted at pupils' individual stage of reading development. Pupils learn how to segment, and blend sounds to read words.

English - Writing

Pupils write texts using this half term's texts as a stimulus through our NELT Key Stage One Teaching and Learning Cycle. They will learn key grammar and punctuation knowledge within writing lessons which they will use within their writing.

Transition: children will practise their writing using the foundation built in their Reception year; they will opportunities for writing within my environment and a learning focus on letter and sound recognition and formation, finger spaces and 'Fred Talk' for spelling.

Writing Captions: children will use their phonics skills to write words, phrases and short sentences with lots of opportunities to practise within the classroom environment.

Simple Sentences: children will learn to write a range of simple sentences using 'Hold a Sentence' and 'Fred Talk' for spelling. They will learn to use a capital letter and the start of a sentence, finger spaces between words and full stops to end sentences.

Maths

The main focus of maths teaching and learning Key Stage One is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This will involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools]. Within lessons and in the classroom environment there will be lots of opportunities for repetition and practise of the skills learned as this is key to securing their knowledge for rapid recall and application in other contexts.

The first half term in Year One will focus on transition from Reception and the children will work to develop their number sense, building a solid foundation on which to build more complex maths skills as the year progresses.

Year One will learn and practise their skills in the following areas:

- Number and Place Value: Counting to 10; Counting Objects to 10; Writing to 10; Comparing Number of Objects; Ordering Numbers
- Odd and Even Numbers
- Calculations: Addition and Subtraction within 10; One more/one less; adding 0
- Skip Counting

Science

Animals Including Humans: This is a unit of work which introduces children to a range of animals, providing knowledge which will be built upon throughout KS1 and KS2. There is a heavy focus on identifying and classifying to ensure children understand that animals have similarities and differences that can be used to help identify and sort them. Pupils will use the local environment throughout the year to explore and answer questions about animals in their habitat. They will become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils will also learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and know that these body parts can vary between animals.

Across all science units, children will learn about and have the opportunity to learn about working scientifically and will have opportunities to develop their skills in:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Geography

Our Place in the World: This topic introduces children to the difference between human and physical geography. They will explore how we view the world e.g., maps, globes and plans and learn that a compass is used to show us directions. The children will learn that the UK is made up of four countries and each country has a range of settlements e.g. Village town and city.

Design & Technology

Our Food: In this unit children will learn about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They then use these knowledge and techniques to design, make and evaluate a food product. They will discuss regularly the hygiene rules associated with food preparation, including wearing an apron, washing hands, washing fruit and vegetables to remove soil or chemicals and maintaining a clean workspace.

Computing

Computing systems and networks – Technology around us: Pupils develop their understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.

Alongside our Teach Computing scheme of learning, through project Evolve, pupils learn about the importance of Self-Image and Identity.

Music

Hey you! (Old School Hip-Hop): During these energetic and interactive sessions, children learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.

PSHE – Being Me in My World

Being Me in My World: We follow the Jigsaw scheme of learning for PSHE sessions. In this unit the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety

- Feeling special and safe
- Being part of a class
- Rights and responsibilities
- Rewards and feeling proud
- Consequences
- Owning the learning charter

Religious Education (R.E.)

What do Christians believe God is like: Within this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship.

Physical Education (P.E.)

Fundamental Skills: In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.

This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

Ball Skills: In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.

This unit links to the following strands of the National Curriculum: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.