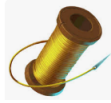


# YEAR 1 – AUTUMN TERM 2023

## Golden Threads

- Sustainability
- Diversity
- Religion



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

## Cultural Capital

- Broader understanding of the world.
  - Vocabulary
  - Cultural experiences
  - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

## British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

## ENGLISH

### Reading:

- apply phonic knowledge and skills as the route to decode words
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading
- develop pleasure in reading, motivation to read, vocabulary and understanding
- understand both the books they can already read accurately and fluently and those they listen to

### Writing:

- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense
- Learn to leave spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



Democracy – discussing opinions and valuing others



Vocabulary – reading new words and understanding their meaning  
Broader Understanding of the world – reading a variety of genres from around the world

## MATHS

- Sorting and counting groups of objects within 10.
- Recognising numbers as words.
- Counting on and back from a given number.
- Finding 1 more and 1 less than numbers to 10.
- Using language such as fewer, more, same, less than, greater than, equal to.
- Order objects and numbers.
- Addition and subtraction within 10.
- Introduce part, part whole model.
- Number bonds to 10 and fact families.
- Solving word problems using addition and subtraction.



Vocabulary – understanding the meaning of mathematical concepts, fewer, more, same, less than, greater than, equal to.

## SCIENCE

- Name some common plants.
- Understand the difference between evergreen and deciduous trees.
- Name the parts of a flowering plant.
- Name and classify some common animals.
- Identify parts of the human body and the senses.
- Observe and name everyday materials.
- Describe and group materials according to their properties.
- Name the 4 seasons and describe key features of each one.
- Observe and record the weather, including how the length of the day varies according to the season.



Sustainability - learning about the importance of plants for our planet.



Broader understanding of the seasons, the world we live in and extension of vocabulary related to each topic.

## MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music



Diversity – adapt and enhance our skills.  
Religion – singing is an act of worship.



Cultural Experiences – exploring music from different cultures.



Mutual Respect – sharing and respecting other's opinions.

## PE

### Gymnastics

- Move with control and demonstrate an awareness of space.
- Travel by rolling in different directions.
- Hold a balance with control.
- To develop skills of running, throwing and catching.

### Dance

- Compose a travelling sequence using a variety of body parts.
- Show control, coordination and spatial awareness.
- Demonstrate musicality through performance.



Mutual respect – encouraging others and being supportive.



Personal skills – understanding the need to keep healthy, the importance and benefits of exercise.

## RE

- Harvest service at St Johns.
- Discussing thankfulness in relation to Harvest.
- Looking at the story of Creation and how Christians believe that God made the World.
- Discuss the birth of Jesus.
- Consider what a new baby would need.
- Compare living conditions for people.
- Name and describe some religions places and practices.

Keywords— thankful, grateful, rest, feelings, harvest, festivals, Christmas, baby, gift.



Religion – understanding the importance of the Christian story of Jesus' birth and how to make links between how different religions celebrate festivals.



Tolerance of different faiths and beliefs.  
Mutual Respect.



Broader understanding of the world – learning about beliefs in different religions, including Christianity.

## COMPUTING

### Computer Safety

- Understand what algorithms are.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Recognise common uses of information technology beyond school.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.



Personal skills and Cultural experiences – understanding digital literacy and its relevance in today's world.

## DT

### Wheels and Axels

- Design, make and evaluate a small scale wheeled trolley that will carry tools to use in the school garden or for a character in a story.
- Explore and evaluate a range of wheeled products such as toys and everyday objects.
- Evaluate their finished product, communicating how it works and how it matches their design criteria, including any changes they made.



Sustainability – design sturdy products

## ART

### Drawing and Sketching: Spirals

- Understand that drawing is a physical and emotional activity. That when we draw, we can move our whole body.
- Control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.
- Draw from observation or imagination.
- Use colour to help our drawings engage others.



Personal skills – explore how to develop our own fine motor skills effectively.

## PSHE

- Discuss our feelings and emotions.
- Identify special people around us.
- Learn to recognise the ways in which they are the same/ different to others.
- Learn how share their opinions on things that matter to them.

Personal skills



Diversity



Rule of Law  
Individual liberty



## HISTORY

### How has our school changed within living memory?

- Learn about the origins of our school building and significant people who were involved in the process.
- Consider how school days have changed since our parents and grandparents were at school.
- Make comparisons between past and present.



Tolerance of different faiths and beliefs – our serves a diverse community.  
Mutual respect – learning that others may not have had the same experiences at school as us.



Broader understanding of the world - how our school fits into the local community.



Religion – how our school began and key figures involved.

## GEOGRAPHY

### Where can the Naughty Bus go in our school or grounds?

- Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple compass directions (N, S, E, W) and locational/ directional language



Democracy – learning about the local area.



Broader understanding of the world – how our immediate environment fits in to our local area.



Sustainability – understanding the importance of taking care of our environment