



This half term  
our topic is:  
This is Me!

# Year 1 Curriculum Plan – Autumn 1

	<b>Week 1</b> W/B 2 <sup>nd</sup> Sept	<b>Week 2</b> W/B 9 <sup>th</sup> Sept	<b>Week 3</b> W/B 16 <sup>th</sup> Sept	<b>Week 4</b> W/B 23 <sup>th</sup> Sept	<b>Week 5</b> W/B 30 <sup>th</sup> Sept	<b>Week 6</b> W/B 7 <sup>th</sup> Oct	<b>Week 7</b> W/B 14 <sup>th</sup> Oct	<b>Week 8</b> W/B 21 <sup>st</sup> Oct
<b>Events / Info</b>	Staff Training 2 <sup>nd</sup> /3 <sup>rd</sup> September  Transition Week		Meet The Teacher Parent Presentation			Autumn Senses Walk (Eco- Garden)  International Day – 11 <sup>th</sup> October		1RA Class Assembly 22 <sup>nd</sup> October  Parent’s Evening – 22 <sup>nd</sup> & 23 <sup>rd</sup> Oct  Y1 Hinduism Workshop– Diwali
<b>English</b> <i>This is Me!</i>	Writing postcards	Holiday News  Capital letters/ full stops	<b>Who’s our New Teacher?</b>  Week 3 – Introduction to book –drawing & labelling character, drama/hot seating Week 4 - Guided Writing: Modelling to write a character description, introduction to	<b>Class 2 at the Zoo</b>  Week 6 – Introduction to story, story map and acting out story – create a story board Week 7 – Guided Writing: Introduce time connectives and model using them within sentences	Writing postcards		Holiday News  Capital letters/ full stops	

			<p>adjectives – simple sentences to describe character (using full stops and capital letters)</p> <p>Week 5– Independent Writing: Write a short character description</p> <p><b>Writing Genre:</b> Character Description</p>	<p>Week 8 – Independent Writing: Write a recount of the story</p> <p><b>Writing Genre:</b> Short narrative (Story sequencing)</p>				
<b>Grammar Focus</b>	Capital letters, full Stops and adjectives			Capital letters, full Stops and time connectives				
<b>Reading</b>	1:1 Reading			Reading Assessment	Group Reading (Sequencing/Prediction)			
<b>Maths</b>	Sort, count & represent numbers to 10	Counting forwards/backwards	One more/One less (within 10)	Compare objects and numbers	Order objects/numbers	Introducing parts/wholes	Number bonds to 10	
	Number formation	Recognise numbers as words up to 10		Introduce >, < and =	Ordinal numbers	Fact families (addition facts)		
					Number line			
<b>Science Ourselves</b>	Look at how we've changed!	Look at our bodies	What can we hear? How can we sort things using senses?	Sense explorers – linking body parts with senses	Autumn Sense Walk	Sensory boards and bottles	Recap: What have you learnt?	Look at how we've changed!  Knowledge Harvest
	Knowledge Harvest							

<b>Computing</b> <i>Online Safety</i>	Transition Week	We are Rule Writers  <i>Creating Online Safety Rules</i>	We are Kind and Thoughtful  <i>Worry box</i>	We are Responsible Internet and Device Users  <i>How can we use the internet?</i>	We are Information Protectors  <i>Personal and private information</i>	We are Good Digital Citizens  <i>What makes a good digital citizen?</i>	We are Responsible Gamers  <i>Safe gaming agreement</i>	Transition Week
<b>History</b> <i>Childhood Now and Then</i>	Transition week	To find out which toys were played with in the past	To investigate and identify how homes have changed over time	To compare how schools have changed over time	To compare what children wore at different times	To find out about children's entertainment and how it has changed over time	Assessment Week	Transition week
<b>R.E.</b> <i>Hinduism</i>	Transition Week	Knowledge Harvest What do you know about Hinduism?	Introduction to Hinduism What do Hinduism believe?	Religious Festivals: Diwali (Story of Rama)	How do Hindu's celebrate the festival in different ways?	Creative activity: Creating a Rangoli pattern	Recap: How and why do Hindus celebrate Diwali?	Transition Week
<b>PSHE</b> <i>Being Me in My World</i>	Transition Week	Special & safe	My class	Rights & responsibilities	Rewards & feeling proud	Consequences	Owning our learning charter	Changes within us
<b>Art/DT</b>	Holiday pictures	To investigate famous self-portraits	To use collage to create a self-portrait	To investigate the different kinds of sketching pencils	To investigate different paints	To create our own self-portrait	To create a self-portrait from clay	
<b>French</b>	Transition Week	Recap on last year's learning	Greetings extended for each time of the day	Addressing different people and practice a role play	Numbers 1 to 20/30	Learn about colours, extended	Asking questions and talking about your favourite colour and colours you like and don't like. (role-play)	Recap: Role-play combining previously taught topics (i.e. colours/ numbers)

<b>Music</b> <i>Duration</i>	Transition Week		To create vocal firework sound effects and accompany with actions responding to pictorial stimuli	To make sounds of different duration on untuned percussion instruments	To read and play note values (semibreves, minims, crotchets)	To play sequences of long and short instrumental sounds as an accompaniment to a song	To arrange own performance of a descriptive song responding to pictorial stimuli	To listen to group performances and appraise
<b>P.E. Indoor</b> <i>Fundamentals</i>	Transition Week	To create vocal firework sound effects and accompany with actions responding to pictorial stimuli	To make sounds of different duration on untuned percussion instruments	To read and play note values (semibreves, minims, crotchets)	To play sequences of long and short instrumental sounds as an accompaniment to a song	To arrange own performance of a descriptive song responding to pictorial stimuli	To listen to group performances and appraise	
<b>P.E. Outdoor</b> <i>Ball Skills</i>	Transition Week	To develop control and co-ordination when dribbling a ball with your hands.	To explore accuracy when rolling a ball.	To explore throwing with accuracy towards a target.	To explore catching with two hands.	To explore control and co-ordination when dribbling a ball with your feet.	To explore tracking a ball that is coming towards me.	