Curriculum Overview for Conkers Class Year 1 Autumn Term 'All About Me'

Stories with Familiar Settings

- 1Write, leaving spaces between words 2. Use a capital letter for the beginning of a
- 3. Begin to punctuate sentences using a
- capital letter and a full stop.

Information Texts

- 1.Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.
- 2. Join two simple sentences using 'and'.
- 3. Use 'because' in simple explanations.

Length and height

Days of the week

Months of the Year

English

Labels lists and captions

- Begin to punctuate sentences when writing captions.
- 2. Begin to use exclamation marks in
- 3. Use capital letters for the names of people, places, days of the week, etc.
- 4. Use adjectives to create extended noun phrases.

Poetry

- Write, leaving spaces between words
- 2. Use capital letters for the beginnings of lines of poetry
- 3. Use exclamation marks question marks at the end of a sentence.
- 4. Use 'because' in simp explanations.

Art & Design Colour Creations

- . to use a range of materials creatively to design and make products
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft maker and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Computing Moving and Clicking

 Children will learn that programs execute by following clear instructions. They are introduced to the fact that programs respond to inputs to do different things.

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-upset appropriate, information and communication technology
- evaluate their ideas and products against design criteri

Design & Technology Lets Fly a Kite Geography Around our school- Rosie's Walk

- Use simple fieldwork and observational skills to study the geography of their school & its grounds + the key human & physical features of its surrounding environment.
- Use simple compass directions and locational and directional language to describe the location of features and routes on a

Mathematics

- One more one less • Adding, subtracting and Tens and ones sequencing
 - Number stories
 - Sequencing using instructional language
 - Sequencing events in chronological order

- 3d and 2d shape
- Position, direction and movement
- Counting to 100

Modern

French songs

French numbers • French colour words

Languages

- Music Hey You! How to listen to music.
- To sing the song.
- To understand the geogl<mark>aphical or</mark> igin of the music and in which era it was composed.
- To experience and learn how to apply key musical pricepts/elements, eg finding a pulse, clapping a rhythm, use of pitch.
- Toplay the accompanying instrumental parts (optional). To work together in a band/ensemble.
- To develop creativity through improvising and composing within the song.
- To understand and use the first five notes of C Major scale while improvising and composing.

Physical

Education

Religious

Education

gathering and recording data to help in answering questions

Science - Seasopal Changes

performing simple tests

identifying and classifying

answers to questions

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

• asking simple questions and recognising that

they can be answered in different ways

• observing closely, using simple equipment

using their observations and ideas to suggest

History-Rosie's Walk

Learn about significant historical events, people and places in their own locality.

Divali Celebrations