



Term:
Autumn 2

Year Group: 1
Class Teacher:
Mrs Sarsfield/
Mrs Pinto-
Edwards

CURRICULUM SUMMARY

To love, serve and learn as Jesus shows us



Year Group: 1

Term: Autumn 2

Subject: English



Lost and Found

Publisher: Collins Publisher

Author: Oliver Jeffers

<https://www.youtube.com/watch?v=4V9l6ndRpoQ>

Final writing Outcome:	Write the story of Lost and Found
<u>Incidental pieces of writing:</u>	Postcard home / Label writing / Fact/ Information writing –Penguins / Predictions / Character sketches / Interviews / Thought bubbles/speech bubbles / Setting descriptions

Success Criteria	
<u>Continuous skills</u>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week and for I • Use punctuation in some sentences: Some full stops and capital letters. Some question marks. Some exclamation marks. • Begin to link ideas or events by subject or pronoun eg my dog... he has... I cut... • Write down some key words or ideas, including some new vocabulary drawn from listening to books. • Use and and then to join words and clauses.
<u>Composition</u>	<ul style="list-style-type: none"> • Plan simple sentences by saying out loud what the writing will be about • Orally compose a sentence before writing it and recognise sentence boundaries. • Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used. • Check written work makes sense through re-reading with other pupils or the teacher. • Read out work clearly. • Combine words to make a single clause sentence.
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"> • Make phonetically-plausible attempts to spell words that have not yet been learnt. • Spell some words containing previously taught phonemes accurately – Letters and Sounds. • Spell some common exception words correctly. • Spell days of the week correctly. • Some accurate use of suffixes – ing, and ed. • Some accurate use of plurals – s and es
<u>Handwriting and presentation</u>	<ul style="list-style-type: none"> • Leave spaces between words • Form lower case letters accurately, starting and finishing in the correct places • Form most capital letters correctly • Form digits 0-9 mostly correctly • Hold a pencil comfortably and correctly.
<u>Focus skills</u>	
<ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week and for I • Use punctuation in some sentences: Some full stops and capital letters. Some question marks. Some exclamation marks. • Begin to link ideas or events by subject or pronoun eg my dog... he has... I cut... • Write down some key words or ideas, including some new vocabulary drawn from listening to books. • Use and and then to join words and clauses. • Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used. • Check written work makes sense through re-reading with other pupils or the teacher. • Read out work clearly. • Combine words to make a single clause sentence. • Use and and then to join words and clauses. 	

<u>Cross-curricular links</u>
Geography – location of the South Pole P.E. – movements of penguins



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Subject: Science – Seasons - Autumn

In this unit, we will be learning about the Season of Autumn and of the concept of trees losing their leaves, using the terms deciduous and evergreen.

<u>Learning Outcomes</u>		
<ul style="list-style-type: none"> • Can I observe changes across the four seasons? • Can I observe and describe weather associated with the seasons and how day length varies? • Can I identify and name a variety of common wild and garden plants, including deciduous and evergreen trees? 		
<u>Working scientifically:</u>	<u>Learning skills:</u>	<u>Core Vocabulary:</u>
<p>To use the local environment throughout the year to explore and answer questions about plants growing in their habitat.</p> <p>To become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem</p> <p>To work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.</p> <p>To keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p> <p>To observe and talk about changes in the weather and the seasons.</p> <p>To work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p>	<p>To use the local environment to explore nature.</p> <p>To sketch, draw and photograph a variety of trees.</p> <p>To collect natural resources available in Autumn.</p> <p>To record weather and changes in daylight hours.</p> <p>To learn and use a variety of new vocabulary.</p>	<p>Trees –eg oak, sycamore</p> <p>Acorn, conker, fir cone, sycamore seeds,berries etc</p> <p>Colours – re, orange, brown,</p> <p>Evergreen, deciduous,</p> <p>Hibernate, hibernation</p> <p>Migrate, migration,</p> <p>Hedgehog, squirrel, dormouse, bears, bees</p>
<u>English links:</u>		<u>Maths links:</u>
Autumn poetry writing		Months of the Year
<u>Other curriculum links:</u>		
Geography: Weather recording	Computing: Drawing a hibernating animal on Ipad app.	Spiritual, Moral, Social and Cultural development: Harvest/ gathering and sharing natures resources.