



**Term: Autumn  
1<sup>st</sup> half term**

**Year Group: 1**

**Class  
Teachers:  
Mrs Pinto-  
Edwards  
Mrs Sarsfield**

# **CURRICULUM SUMMARY**

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*To love, serve and learn as Jesus shows us*



Year Group: 1

Term: Autumn 1<sup>st</sup> half



Subject: English

# Naughty Bus

*Author: Jan Oke*

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

## Cross-curricular links

Geography

Art – Mixed media collage

Computing – Algorithms – instructions

Maths – Directions, Positional words



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## Year 1 Maths Overview

### Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number: Place Value</u> Count to <u>ten</u> , forwards and backwards, beginning with 0 or 1, or from any given number.  Count, read and write numbers to <u>10</u> in numerals and words.  Given a number, identify one more or one less.  Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.				<u>Number: Addition and Subtraction</u> Represent and use number bonds and related subtraction facts <u>within 10</u>  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  Add and subtract one digit numbers <u>to 10</u> , including zero.  Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.				<u>Geometry: Shape</u> Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)  Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	<u>Number: Place Value</u> Count to <u>twenty</u> , forwards and backwards, beginning with 0 or 1, from any given number.  Count, read and write numbers to <u>20</u> in numerals and words.  Given a number, identify one more or one less.  Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.		Consolidation



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**Subject: Geography**

**Where can the Naughty Bus take us?**

In this unit, we will be learning Exploring the immediate locality:

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment and locality.
- 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 [e.g., near & far; left & right], to describe location of features & routes Identify seasonal & daily weather patterns in the UK

**The Big Question...**

**Where can the Naughty Bus take us?**

**Learning Outcomes**

- Can I use simple fieldwork and observational skills to study the geography of my school?
- Can I describe the places that I go often and rarely and what I see on the way to school?
- Can I understand what is near to school, far away and to gain a sense of place?
- Can I use and understand a simple plan of the classroom?
- Can I understand and use a local area map?
- Can I identify the destination of my fieldtrip and recall the journey to get there?
- Can I remember a local journey and the stages in order?
- Can I identify human and physical features of my local area?

**Geography Skills:**

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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 fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

**Fieldwork Gathering Information:**

- Use basic observational skills
- Carry out a small survey of the local area/school
- Draw simple features
- Ask and respond to basic geographical questions
- Ask a familiar person prepared questions
- Use a pro-forma to collect data e.g. tally survey

**Field work Sketching**

Create plans and raw simple features in their familiar environment  
Add labels onto a sketch map, map or photograph of features

**Field work Audio/Visual**

Recognise a photo or a video as a record of what has been seen or heard  
Use a camera in the field to help to record what is seen

**Map work Using Maps**

Use a simple picture map to move around the school  
Use relative vocabulary such as bigger, smaller, like, dislike  
Use directional language such as near and far, up and down, left and right, forwards and backwards

**Making Maps**

Draw basic maps, including appropriate symbols and pictures to represent places or features  
Use photographs and maps to identify features

**Learning skills:**

- I can say what I would plan to do and how to find out more information
- I can ask questions about what is being discussed
- I can see when there is a problem to be solved
- I can predict what might happen
- I can sometimes give more than one idea when we are planning or doing something
- I can compare different ideas
- I know how to find out more about something
- I can recognise some features of information texts
- I can give simple information based on what the listener needs to know
- I can use words to sequence my talk
- I can speak clearly to a large group
- I can vary my voice and expression
- I can ask and answer questions and suggest ideas to others
- I can take turns in speaking when working with others

**Core Vocabulary:**

Near, far, left, right, North, West, East, South

Landmarks: Fiddlers Ferry, River Mersey, Bridgewater Canal,

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

<b><u>English links:</u></b>		<b><u>Maths links:</u></b>
Linked to the Naughty Bus Non-chronological Report: What is our local area like? Persuasion: letters to persuade it to become a good bus or to retain/ improve local bus services. Narrative(own versions)		Number - place cards of 0-9 digits in the windows of the red bus, 10-20 on the blue bus and larger two digit numbers on a green bus, directional and positional words
<b><u>Other curriculum links:</u></b>		
PE: Directional work in Gymnastics, north, east, south west.	Art : Mixed media – collage of street furniture/signs.  DT :Buildings- Structures the Naughty bus will pass.	Health and safety – where is the best place to cross the road? Stay safe near ponds etc.  Spiritual, Moral, Social and Cultural development:  Discuss manners e.g. “Did you say thank you?”  - Why do we wait in a queue at a bus stop? (We show respect for each other and take our turn).



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**Subject: Science - Animals**

In this unit, we will be learning about animals including humans. This will include learning about animals we keep as pets along with the 5 animal groups : fish, amphibians, reptiles, mammals and birds.

<b><u>Learning Outcomes</u></b>		
<ul style="list-style-type: none"><li>• Can I identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals?</li><li>• Can I identify and name a variety of common animals that are carnivores, herbivores and omnivores?</li><li>• Can I describe and compare the structure of a variety of common animals, including pets?</li><li>• Can I find out about the needs of animals for survival (water, food and air)?</li><li>• Can I notice that animals have offspring which grow into adults?</li></ul>		
<b><u>Working scientifically:</u></b>	<b><u>Learning skills:</u></b>	<b><u>Core Vocabulary:</u></b>
<ul style="list-style-type: none"><li>• To explore the world around them and raise their own questions.</li><li>• To use observations to compare and contrast animals at first hand or through videos and photographs.</li><li>• To describe how animals are identified and grouped according to what they eat.</li><li>• To ask questions and use simple secondary sources to find the answers.</li><li>• To record and communicate findings in a variety of ways and begin to use simple scientific language.</li></ul>	<ul style="list-style-type: none"><li>• To research animals using a variety of resources including the internet and non-fiction books.</li><li>• To learn key scientific vocabulary and use it to verbally compare and contrast animals.</li><li>• To ask questions and follow up own lines of enquiry.</li><li>• To record findings in a variety of formats.</li></ul>	<p>Omnivore, Carnivore, Herbivore,</p> <p>Fish, amphibians, reptiles, birds and mammals.</p> <p>Pets: dog, cat, guinea pig, rabbit etc</p> <p>Body, tail, wing, feathers, gills, ears, legs, horns, fins, webbed feet, nose, whiskers, fur, scales.</p> <p>Cold blooded, warm blooded.</p> <p>Survival, nutrition, food, water, breathing.</p> <p>Baby, calf, kitten, puppy, piglet, lamb, foal.</p> <p>Wild, tame.</p>
<b><u>English links:</u></b>		<b><u>Maths links:</u></b>
<ul style="list-style-type: none"><li>• Non-fiction information writing.</li><li>• Reports about individual animals.</li><li>• Pets – report writing, missing posters</li></ul>		<ul style="list-style-type: none"><li>• Sorting diagrams – Carroll, Venn</li><li>• Comparing animals in terms of size and length</li><li>• Multiplication – counting multiples of legs – 2's, 4's</li></ul>
<b><u>Other curriculum links:</u></b>		
Geography: Environmental issues – losing animal's habitats, the need to control pollution and support endangered animals. Computing: Drawing animals using drawing tools and apps.	PE: Explore some movement of animals. To know humans are animals and compare a range of animal's movements.	PSHE: Understanding of the wonder of nature and our need to create a climate for all animals to survive. British Values: To understand to respect and value animals- and know that there are laws to protect animals – both pets and animals in the wild.