

Aim high, believe; Fly high, achieve.

Archbishop Wake CE Primary School Curriculum Objectives

Year group: One

Main themes for learning: What is the geography of where I live?

Aspiration-Community-Inclusion-Language

Why do we remember the Gunpowder Plot?

Autumn 2024

English	Maths	Science	Computing	RE
<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all phase 2,3, 4 and some phase 5 phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Develop spelling of common exception words and days of the week.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case & capital letters in the correct direction, starting and finishing in the right place.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Saying out loud what they are going to write about and compose a sentence orally before writing it.</p> <p>Write and sequence sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Joining words and joining clauses using 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark and spaces between words. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Place Value within 10:</p> <p>Sort, count and represent objects and numbers. Count forwards/backwards and understand more/less. Introduce the symbols for more/less/equals. Compare and order numbers. Learn ordinal numbers. Introduce the number line.</p> <p>Addition and subtraction within 10:</p> <p>Use the part, part, whole model for addition and subtraction. Focus on fact families. Introduce the number line to aid addition and subtraction. Learn number bonds.</p> <p>Geometry-Shape:</p> <p>Recognise, sort and name 2D and 3D shapes.</p> <p>Place Value: (within 20):</p> <p>Order numbers from 11 to 20. Write numbers to 20 in numerals and words. Introduce tens and ones. Compare numbers and order groups of objects.</p>	<p>What is a material? How are they the same and different? Which material is best for the job?</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Begin to ask simple questions and recognising that they can be answered in different ways.</p> <p>Begin to observe more closely, using simple equipment.</p> <p>Begin to perform simple tests.</p>	<p>What technology do we use in our lives?</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>How can we create Art using technology?</p> <p>Describe what different freehand tools do</p> <p>Use the shape tool and the lines tool</p> <p>Make careful choices when painting a digital picture</p> <p>Explain choices of tools</p> <p>Compare painting a picture on a computer and on paper</p>	<p>A time for giving thanks – How do people of the Christian and Jewish faiths give thanks?</p> <p>Re-tell the story of the Israelites in the wilderness. Recognise why Jewish families build Sukkahs today. Talk about some things for which we may show gratitude. Make links with the Christian festival of Harvest.</p> <p>Incarnation- Why does Christmas matter to Christians?</p> <p>Give a simple account of Advent and the story of Jesus' birth. Give examples of ways in which Christians use the nativity to guide their beliefs and actions. Use the term Incarnation. Reflect on which values children show in their daily life from the Christmas story.</p>

<p>History/Geography What is the geography of where I live?</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>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.</p> <p>Why do we remember the gunpowder plot?</p> <p>investigate the lives of significant individuals in Britain's past who have contributed to our nation's achievements.</p> <p>explore key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p> <p>develop an understanding of significant historical events, people and places in their own locality.</p>	<p>Art</p> <p>Drawing Making Spiral drawings. Use whole body to create large scale spirals. Make spirals to music. Juxtapose to emotions.</p> <p>Learn to draw portraits.</p> <p>Understand about the work of other Artists.</p>	<p>Design Technology</p> <p>Freestanding structures- playgrounds: Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas in card and paper.</p> <p>Develop their design ideas applying findings from their earlier research.</p>	<p>Music My Musical Heartbeat The children will learn: How to move in time with a steady pulse/beat. To copy back simple long and short rhythms with clapping. To copy back singing simple high and low patterns. To know and demonstrate the difference between pulse, rhythm and pitch.</p> <p>Christmas songs/carols: Learn and sing relevant songs with actions</p> <p>Develop performance skills</p>	<p>PE</p> <p>Ball skills: Develop and practise throwing and catching, rolling, controlling the ball, passing and scoring. Participate in mini-team games to develop these skills as well as co-operation.</p> <p>Orienteering: Learn the early skills of mapping before using these skills on our new orienteering course around our school grounds.</p> <p>Gymnastics: Perform basic gymnastic shapes Including rocket, star and moon jumps, different rolls, bunny hops.</p> <p>Perform shapes, rolls, balances and jumps using apparatus</p>	<p>PSHE Me and my relationships</p> <p>Understand that classroom rules help everyone to learn and be safe.</p> <p>Explain their classroom rules and be able to contribute to making these.</p> <p>Understand how to show attentive listening</p> <p>Recognise how others might be feeling by reading body language/facial expressions.</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.</p> <p>Identify simple qualities of friendship & suggest simple strategies for making up.</p> <p>Valuing Difference:</p> <p>Recognise similarities and differences between people. Show empathy with those who are different</p> <p>Unkindness, teasing and bullying – what is the difference?</p> <p>Explain how it feels to be part of a group. Identify people who are special to me.</p> <p>Suggest strategies for helping someone with their feeling</p>
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