Cycle B

Year 1 Curriculum Map – Autumn Term 1

Well Being:
As **Mindful Learners** we will be introducing the theme of families and relationships and understanding that they are varied and need to be respected.

As **Athletes** we will be using tactics and strategy to outwit opponents during invasion games.

As **Dancers** we will be composing, performing and analysing dance using visual media.

As **Members of Society** we will be learning about exploring the roles of the bully, victim and bystander.

As **Open-Minded Learners** we will be considering what it is like for Muslims in Britain and specific aspects of their life.

World:
As **Scientists** we will be building on our knowledge of forces and mechanisms from previous years and deepening our understanding of gravity, resistance and friction and gears and pulleys.

As **Linguists** we will learning to use BSL. We will start with greetings and finger spelling.

As **Geographers** we will be learning about why population changes and the different causes for this.

As **Communicators** we will be focusing on the importance of Online Safety, as well as understanding how a blog can be used.

Future:
As **Readers** we will continue to decode and understand new words, develop strategies to overcome areas of uncertainty, read and discuss a broad range of genres and texts, identify and discuss themes within a book, and understand and using VIPERS skills in preparation for Secondary School.

As **Writers** we will be writing for a range of audiences and purposes including: Writing for suspense, instructions, dialogue, persuasive arguments and explanations.

As **Mathematicians** we continue to develop a strong conceptional understanding of the fundamentals of maths. As well as becoming resilient and confident learners who can apply their mathematical knowledge to real life concepts.

As **Musicians** we will be singing in unison and exploring melodies and harmonies, this will be done to an audience.

As **Technicians** we will be designing and creating a waistcoat in textiles.

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ENGLISH: (Writing):

English Book Focus – The Final Year (Poetry/Spoken Word)

Wonder – (narrative)

Short Film – The Lego Story - (factual)

- Non-chronological report
- Letters
- Character descriptions
- Narratives
- Biography
- Develop a legible personal handwriting style

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Reading:

- Read for a range of purposes, make predictions
- Define text-specific vocabulary and search for synonyms/antonyms

Grammar: 'Ready to Write': Relative clauses, indicating possibility, adverbs, parenthesis, commas, perfect tense)

Maths:

Place Value

- Numbers to ten million
- Compare and order
- Round numbers to the nearest 1000
- Negative numbers

Number: Four operations

- Add and subtract whole numbers with more than four digits
- Inverse operations
- Multi-step problems
- Add and subtract integers
- Multiply 4-digits by 1-digit
- Multiply 2 and 3-digits by 1-digit
- Multiply up to a 4-digit number by a 1-digit number
- Divide 4-digits by 1-digit
- Divide with remainders
- Short division and division with factors
- Long division

Phonics / Spelling / Handwriting:

ACTIVE Maths:

Place Value

- Numbers to ten million
- Compare and order
- Round numbers to the nearest 1000
- Negative numbers

Number: Four operations

- Add and subtract whole numbers with more than four digits
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- Add and subtract integers
- Multiply 4-digits by 1-digit

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SCIENCE: Forces and Mechanisms

explore and compare the differences between things that are living, dead, and things that have never been alive

● identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

● identify and name a variety of plants and animals in their habitats, including micro-habitats

● describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

HUMANITIES - Geography:

Where am I?

Pupils who are secure will be able to:
State that the UK stands for the United Kingdom.
Point to each country in the UK on a map when prompted.
Verbally identify features within the school grounds.
Use and respond to directional language.
State that an aerial photograph is taken from above.
Recognise some familiar features in aerial photographs.
Explain that symbols show features on a map.
Add symbols to a map.
Identify how places on the school grounds make them feel.

COMPUTING:

Online safety units covered at the beginning of the year and throughout the year when needed.
Making effective quizzes using 2Quiz. Exploring types of questioning and effective presentation of a quiz.

ART/DESIGN & TECHNOLOGY:

Textiles: Waistcoats

Consider a range of factors in their design criteria. Use a template to mark and cut out a design. Use a running stitch to join fabric.

RELIGIOUS EDUCATION:

- What it Means to be a Muslim in Britain – Part 1
- What is the key belief of Muslims.
- What helps Muslims through the journey of life?
- Why does prayer matter to Muslims?
- How is charity important to Muslims?

PHYSICAL EDUCATION (Dance / Gymnastics):

Dance – Using visual media

To be able to compose, perform and analyse dance using visual media.

PHYSICAL EDUCATION (Games / Swimming):

Dance – Using visual media

To be able to compose, perform and analyse dance using visual media.

PSHE:

Families and Relationships

Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others.

MUSIC:

Children will be studying and learning songs from Charanga.

BRITISH SIGN LANGUAGE: (Pilot year)

-Greetings
-**Finger** spelling- names
-**School**/classroom signs
-Transport
-**Affirmation** signs