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| **Year: 1**  **Autumn 1** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | * Count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays without counting; identify a number 1 more (next number in count) * Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences * Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less * Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams * Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set |
| English (Writing)  Unit 1 Retelling a traditional tale | spell:   * words containing each of the 40+ phonemes already taught * common exception words * apply simple spelling rules * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters   write sentences by:   * saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher. |
| English (Reading) | Pupils should be taught to:   * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading. * develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them. |
| English (Spoken) | Pupils should be taught to:   * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication. |
| English (Vocabulary, Grammar and Punctuation) | * develop their understanding of the concepts set out in English Appendix 2 by: * leaving spaces between words * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ * learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing. |
| Science – Animals including Humans | * To identify, name, draw and label the basic parts of the human body * To say which part of the body is associated with each sense * To perform simple tests * To gather and record data to help in answering questions * To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals * To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets * To identify and name a variety of common animals that are carnivores, herbivores and omnivores * To identify and classify |
| Religious Education (R.E) | * Recognise religious stories * Retell, in any form, a narrative that corresponds to the scripture source used * Recognise religious beliefs * Recognise that people act in a particular way because of their beliefs * Describe some of the actions and choices of believers that arise because of their belief * Recognise the life and work of some key figures in the history of the people of God * Recognise key people in the local, national and universal Church * Describe different roles of some people in the local, national and universal Church * Recognise religious signs and symbols in worship, including the celebration of the Sacraments * Use Religious words and phrases * Say what they wonder about * Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer * Talk about their own feelings, experience and the things that matter to them * Ask and respond to questions about their own and others’ feelings experiences and things that matter to them |
| Physical Education (P.E)  Gymnastics traditional tales | * To develop balance, agility and co-ordination |
| I.C.T | * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school   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. |
| History  (Travel and Transport) | * To develop an awareness of the past, through finding out about changes within living memory * To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events * To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements |
| Geography | N/A |
| Art and Design |  |
| Design and Technology | Design   * 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-ups and, where appropriate, information and communication technology   Make   * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics   Evaluate   * explore and evaluate a range of existing products  evaluate their ideas and products against design criteria   Technical knowledge   * build structures, exploring how they can be made stronger, stiffer and more stable * explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. |
| Music | * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| M.F.L | N/A |
| P.H.S.E  Relationships | * To learn that they belong to various groups and communities, such as family and school * To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. * To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) * To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong. * To offer constructive support and feedback to others * To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. * To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable * To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. * To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences * To recognise that their behaviour can affect other people |