



## Curriculum Flyer – KS1

<p><b>Texts:</b>                  The Teddy Robber by Ian Beck                  The Great Big Enormous Turnip by Alexei Tolstoy                  The Puffin Book of Nonsense Verse by Quentin Blake</p>		
<p><b>English:</b>  <b>Narrative</b></p> <ul style="list-style-type: none"> <li>Read a traditional story and use role play to remember the sequence of events in the story</li> <li>Write a re-telling of a traditional story using a story map for planning</li> <li>Use 'and' to join clauses</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>Look at a non-fiction text to identify how labels are used</li> <li>Write labels and sentences for the parts of the body</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Recite a familiar poem by heart in a clear audible voice</li> </ul>	<p><b>Maths:</b>  <b>Number and place value to 20</b></p> <ul style="list-style-type: none"> <li>Count, read and write numbers to 20 in numerals and words</li> <li>Identify and represent numbers to 20; using objects and pictorial representations including number tracks, lines and grids</li> <li>Order, compare and use the language of: equal to, more than, less than</li> </ul> <p><b>Addition and subtraction within 20</b></p> <ul style="list-style-type: none"> <li>Represent and begin to memorise through reasoning, addition and subtraction facts for numbers up to at least 10</li> <li>Add and subtract one-digit and two-digit numbers to 20</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> </ul>	<p><b>Science:</b>  <b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Identify, name and label the basic parts of the human body e.g. head, hand, foot</li> <li>Say which part of the body is associated with which sense</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Begin to observe and describe changes across the 4 seasons</li> <li>Learn about George James Symons and his work as meteorologist</li> <li>Make a simple rain gauge and measure how much rain falls in a week</li> </ul>
<p><b>Computing:</b>  <b>We are Painters</b></p> <ul style="list-style-type: none"> <li>Use a drawing app (Draw Free) to create a digital illustration.</li> <li>Use the paint brush, pen, fill and eraser tools</li> <li>Use technology safely to save and retrieve digital content</li> </ul>	<p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>Taught in Autumn Term 2</li> </ul>	<p><b>Art:</b>  <b>Drawing</b></p> <ul style="list-style-type: none"> <li>Draw a scene from David Hockney's work using thick and thin lines</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Paint a picture in the style of Mark Rothko by tinting or shading colours</li> </ul>
<p><b>Term: Autumn Term 1 (2021)</b>  <b>Year: 1</b></p> <h1 style="text-align: center;">Our Amazing World</h1>		<p><b>Enrichment activities:</b></p> <ul style="list-style-type: none"> <li>Bring your own teddy or toy to school for the day linked to our History investigation of comparing toys from the past</li> <li>Box of artefacts (toys) from Watford Museum</li> <li>Home learning Grid activities</li> <li>Harvest Festival trip to St Luke's</li> </ul>
<p><b>History:</b>  <b>What were toys like in the past?</b></p> <ul style="list-style-type: none"> <li>Find out about traditional games</li> <li>Look at pictures of toys and identify whether they are old or new and why</li> <li>Order artefacts (toys) chronologically on a time line</li> <li>Design and make a toy from the past</li> </ul>	<p><b>Geography:</b>  <b>Around Our School</b></p> <ul style="list-style-type: none"> <li>Follow and devise a simple map of the school grounds</li> <li>Identify physical and human features around the school</li> </ul>	<p><b>PE:</b>  <b>Locomotion: Running</b></p> <ul style="list-style-type: none"> <li>Practising different aspects of running e.g. at different speeds, in a team, applying it to a competitive game</li> </ul> <p><b>Gymnastics: Wide, Narrow, Curled</b></p> <ul style="list-style-type: none"> <li>Exploring the difference between wide, narrow and curled</li> <li>Transitioning between wide, narrow and curled movements</li> </ul>
<p><b>Music:</b>  <b>Listening and Performing</b></p> <ul style="list-style-type: none"> <li>Listen to and imitate song phrases</li> <li>Find the singing voice and sing collectively at the same pitch</li> <li>To listen attentively to recorded sound and recognise individual voices</li> </ul>	<p><b>PSHE:</b>  <b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>To discuss the importance of belonging to a class and the rights and responsibilities as a member of the class</li> <li>To be able to identify and talk about what we are proud of</li> </ul>	<p><b>RE:</b>  <b>Thanking God for Nature</b></p> <ul style="list-style-type: none"> <li>Identify aspects of the natural world that people find wonderful</li> <li>Exploring the Christian Biblical Creation Story</li> <li>To understand how Muslims show they are thankful for the natural world</li> <li>To understand how Christians and Jewish people show they are thankful for the natural world - Harvest Festival and Sukkot</li> </ul>