

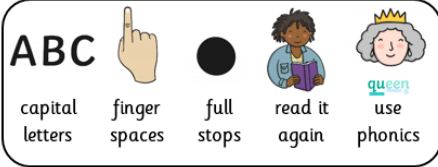

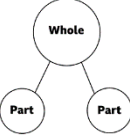
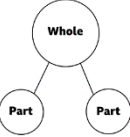
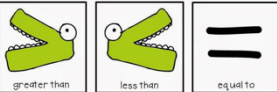
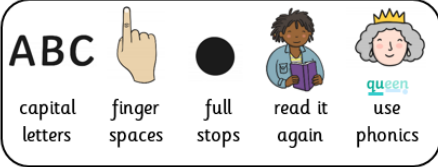
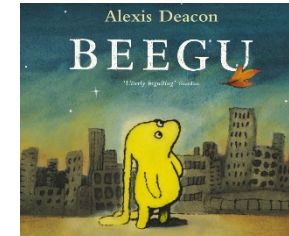




**Year 1: Autumn Term Curriculum Information for Parents 2023-24**

Subject Area	Curriculum Information
<p><b>English</b></p>	<p><b><u>Reading</u></b> <b><u>Beegu</u></b></p> <ul style="list-style-type: none"> <li>Focus on the core text and a non-chronological report for prediction and retrieval.</li> <li>Focus on the core text for inference and a job application form for beginning to understand themes and personal response.</li> </ul> <p><b><u>Where the Wild Things Are</u></b></p> <ul style="list-style-type: none"> <li>Focus on the leaflet for summarising and the core text for retrieval and sequencing.</li> <li>Focus on the poem for inference and the core text and the poem for a personal response.</li> <li>Focus on the core text for summarising and retrieval and the narrative extract for sequencing.</li> <li>Focus on the conversation for inference and the core text for beginning to understand themes and a personal response.</li> </ul> <p><b><u>The Storm Whale</u></b></p> <ul style="list-style-type: none"> <li>Focus on the poem for summarising and the core text for retrieval.</li> <li>Focus on the core text for inference and the news article for a personal response.</li> </ul>
	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Strong Start Writing</li> <li>Poetry Pattern and Rhyme</li> <li>Setting Descriptions</li> <li>Stories with Familiar Settings</li> <li>Shape Poems and Calligrams</li> </ul>   
<p><b>Maths</b></p>	<p><b><u>Place Value (within 10)</u></b></p> <ul style="list-style-type: none"> <li>Sort objects</li> <li>Count objects/ Count objects from a larger group</li> <li>Represent objects and recognise numbers as words</li> <li>Count on from any number</li> <li>1 more/1 less</li> <li>Count backwards within 10</li> </ul>  <p><b><u>Addition and Subtraction (within 10)</u></b></p> <ul style="list-style-type: none"> <li>Introduce parts and wholes/Part-whole model</li> <li>Write number sentences</li> <li>Fact families – addition facts</li> <li>Number bonds within 10 and number bonds to 10</li> <li>Systematic number bonds within 10</li> </ul> 

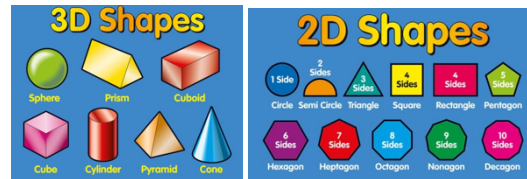


- Compare numbers/Compare groups by matching
- Fewer, more, same
- Less than, greater than, equal to
- Order objects and numbers

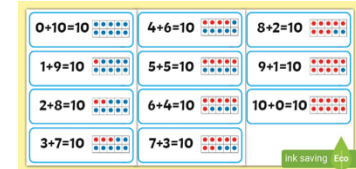


**Geometry**

- Recognise and name 3-D shapes
- Sort 3-D shapes
- Recognise and name 2-D shapes
- Sort 2-D shapes
- Patterns with 2-D and 3-D shapes



- Addition – add together
- Addition – add more
- Addition problems
- Find a part
- Subtraction – find a part
- Fact families – the eight facts
- Subtraction – take away/cross out (How many are left?)
- Take away (How many left?)
- Subtraction on a number line



**Science**

**Seasonal changes and daily weather**

- What are the four seasons?
- What's the weather like in Autumn, Winter, Spring and Summer?
- Why does day become night?



**Introduce Plants – evergreen and deciduous trees**

- What makes a tree?
- What trees live around my school?
- What's the difference between trees?



**Introduce Animals, including humans**

- What is an animal?
- What types of animals are there?
- What is similar and what is different?
- What does food tell us about an animal?
- What makes me an animal?
- What senses do I have?



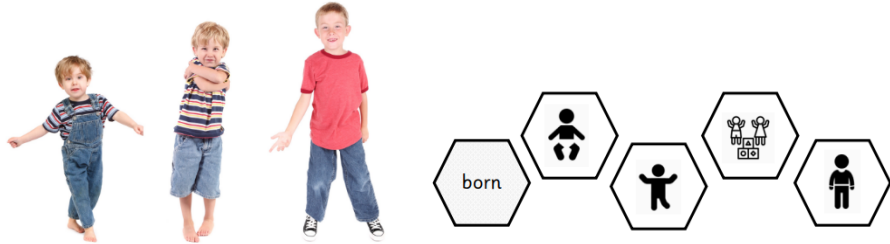

**PRE (Philosophy, Religion and Ethics)**

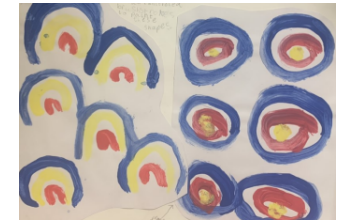
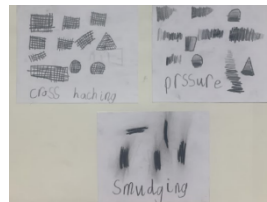
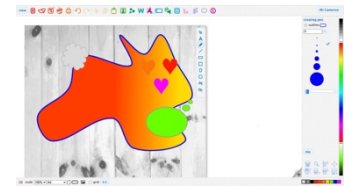
**Autumn 1**





In this unit, exploring Krishna's Damodara-lila and Govardhana-lila, children will learn to identify different feelings, recognizing the nature and physical features of positive and negative feelings (knowing how a feeling feels).




**Autumn 2**

Children will learn how to develop focused attention through mantra meditation and visualisation. They will use the resultant focused attitude to attempt tasks which require concentration and resilience. Pupils will learn through stories and role-play about the need for balance and the value of a disciplined attitude by looking at examples like Dhruva Maharaj.

<p><b>History</b></p>	<p><b><u>Changes within Living Memory</u></b></p> <ul style="list-style-type: none"> <li>• How have I grown and changed in my life?</li> <li>• What is it like around here?</li> <li>• What are the shops in my community?</li> <li>• What were shops like in the past?</li> <li>• How have shops changed?</li> <li>• How are shops different today than a long time ago?</li> </ul>	
<p><b>Geography</b></p>	<p><b><u>Location Study of Continents and Oceans</u></b></p> <ul style="list-style-type: none"> <li>• What are the 7 continents of the world?</li> <li>• What are the 5 oceans of the world?</li> <li>• What are the 7 continents and 5 oceans of the world?</li> <li>• What are the four countries of the United Kingdom?</li> <li>• What are the capital cities of the four countries of the United Kingdom?</li> <li>• What seas surround the United Kingdom?</li> </ul>	
<p><b>Computing</b></p>	<p><b><u>Computing Systems and Networks: Technology Around Us</u></b></p> <ul style="list-style-type: none"> <li>• To identify technology</li> <li>• To identify a computer and its main parts</li> <li>• To use a mouse in different ways</li> <li>• To use a keyboard to type</li> <li>• To use the keyboard to edit text</li> <li>• To create rules for using technology responsibly</li> </ul>	<p><b><u>Creating Media: Digital Painting</u></b></p> <ul style="list-style-type: none"> <li>• To describe what different freehand tools do</li> <li>• To use the shape tool and the line tools</li> </ul>
<p><b>Art</b></p>	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Holding a pencil correctly: Make marks using a variety of tools</li> <li>• Make a wide range of marks on a variety of surfaces</li> <li>• Talk about marks made and make a similar mark</li> <li>• Organise and arrange marks according to techniques used</li> <li>• Pupils have a toolbox of mark making techniques</li> <li>• Recognise that certain materials produce a specific effect, e.g. chalks smudge</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Hold a paintbrush correctly</li> <li>• Identify parts of a paintbrush</li> <li>• Use water, paint and a palette (dip, dip, dab)</li> <li>• Rinse and clean a paintbrush</li> <li>• Use the dip, dip, dab method of applying paint</li> <li>• Make a range of marks using a paintbrush</li> <li>• Arrange geometric blocks of primary colours</li> </ul>



<p><b>Design and Technology</b></p>	<p><b><u>Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>• Explore sliding mechanisms in greetings cards, interactive books and everyday objects</li> <li>• Explain the movement and forces involved in sliders: push, pull, linear Define the terms: weave and template Use scissors and templates to make a paper weave (pattern plate)</li> <li>• Demonstrate how to make three types of slider mechanism</li> <li>• Make decisions about which mechanism is most appropriate, depending on the purpose of the product</li> <li>• Construct a novelty toy or greetings card which has a movable image</li> </ul> 	<p><b><u>Structures</u></b></p> <ul style="list-style-type: none"> <li>• Explore how the size of a base affects the stability of a tower and how tall it can be built</li> <li>• Explain what balance means and how balance affects the stability of a tower</li> <li>• Experiment with combinations of different shaped and sized blocks, positioned in a variety of ways to build a tower</li> <li>• Explore different methods of joining cardboard for construction purposes</li> <li>• Use construction materials such as cardboard to build a freestanding structure</li> <li>• Identify effective methods and materials that have been used in a construction</li> </ul> 
<p><b>PSHE linked to KAPSH Values</b></p>	<p><b><u>AU1: Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• To feel safe and special</li> <li>• Learn about rights and responsibilities</li> <li>• To make the class a safe place to learn</li> <li>• To feel proud of an achievement</li> <li>• To recognise feeling when we face certain consequences</li> <li>• To understand my choices in following the learning charter</li> </ul> 	<p><b><u>AU2: Celebrating Differences</u></b></p> <ul style="list-style-type: none"> <li>• To set simple goals</li> <li>• To set a goal and work out how to achieve it</li> <li>• To understand how to work well with a partner</li> <li>• To tackle a new challenge and understand this might stretch my learning</li> <li>• To identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them</li> <li>• To share how I felt when I succeed in a new challenge and how I celebrated it</li> </ul> 
<p><b>PE (Physical Education)</b></p>	<p><b><u>AU1: Running</u></b></p> <ul style="list-style-type: none"> <li>• To explore running using different body parts and different techniques and begin to understand how to run efficiently.</li> <li>• To develop running technique and applying it into a game.</li> <li>• To apply pupils' knowledge of how to run and where to run, while exploring running at different speeds.</li> <li>• To apply the correct technique of running as fast as we can in a racing context.</li> <li>• To apply pupils' understanding and application of running over a longer duration and as part of a team.</li> <li>• To begin to understand the basic principles of attack and defence.</li> </ul>	<p><b><u>AU2: Growing</u></b></p> <ul style="list-style-type: none"> <li>• To respond to rhythm and patterns through movement.</li> <li>• To control and co-ordinate own bodies to perform movements through the 'growing' theme.</li> <li>• To control and co-ordinate own bodies to perform a motif.</li> <li>• To use improvisation to explore various dynamics and movement qualities.</li> <li>• To explore the relationship between two living things, creating movement patterns.</li> </ul>

<p><b>Sanskrit</b></p>	<p><b>Autumn: Devanagari Vowels/Topic – In the Sky/PRE-Link –B.G.9.26, Damodarastakam - Verse 2, Relationship verse-Tvameva mata</b></p> <ul style="list-style-type: none"> <li>• Introduction अ/आ vowels. Introduction to Topic Vocabulary- In the Sky</li> <li>• To write अ/आ in Devanagari.</li> <li>• Sanskrit Topic – to translate the meaning of Sanskrit words (Roman text) into English.</li> <li>• To read अ/आ in Devanagari. Damodarastakam Reciting verse 2</li> <li>• Summary of learning, reading, and writing अ/आ in Devanagari</li> <li>• Revision of Topic Vocabulary</li> </ul>	
<p><b>Yoga</b></p>	<p><b>Autumn 1: Mooladhara, Root chakra</b></p> <ul style="list-style-type: none"> <li>• Practise various asanas to build stability and balance the foundation chakra.</li> <li>• Practise Chandra Namaskar flow (L1) to link with the qualities of Radharani and Lord Chaitanya.</li> <li>• Helps to calm the bodies and relax the nervous systems for self- regulation.</li> <li>• Improves concentration in chanting, 'Om namo bhagavate Vasudevaya'</li> <li>• Experience moments of stillness and absorption in the Bhagavad Gita 4.34 and Damodara's prayers.</li> <li>• Assist in hearing, concentrating and improving focus by practising Chin, Shunya and Samana mudras.</li> </ul>	<p><b>Autumn 2: Swadhisthana, Creativity chakra</b></p> <ul style="list-style-type: none"> <li>• Practise various standing, sitting, prone and supine asanas to balance the creativity chakra.</li> <li>• Practise 1 cycle of Surya Namaskar with 1 chanting of the 12 mantras.</li> <li>• Improves immunity and cultivates gratitude towards the source of well- being.</li> <li>• Practise Bhramari pranayama (L1) to cultivate calmness.</li> <li>• Improves breathing awareness on personalities, Prince Dhruv- Srimad Bhagavatam 4.9.6.</li> <li>• Assist in cultivating self- discipline by practising Shunya and Shakh mudras.</li> </ul> 
<p><b>French</b></p>	<p><b>Greetings</b></p> <ul style="list-style-type: none"> <li>• Say 'hello', say their name</li> <li>• Ask how somebody is feeling and give a reply</li> <li>• Say 'goodbye'</li> </ul>  <p><b>Alphabet</b></p> <ul style="list-style-type: none"> <li>• Chn will learn the letters of the French alphabet</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner</li> <li>• Understand better that articles/determiners have more options in French than they do in English</li> <li>• Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be)</li> </ul>
<p><b>Music</b></p>	<p><b>Autumn: Musicianship</b></p>  <ul style="list-style-type: none"> <li>• Singing voice development with a focus on accurate pitching.</li> <li>• Beat competency – gross motor movement, dancing, playing simple percussion.</li> <li>• Rhythm skills – beat/rhythm</li> <li>• Rhythm patterns – ta, titi</li> </ul>	

**Enrichment  
Opportunities**



- Scoot Fit: PE and PSHE Link
- Local Walk to the Shops: History Link
- Diwali/ Govardhan Prayers
- Black History Month: Celebrating Women