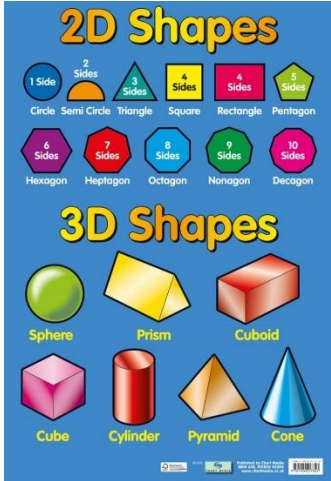


Termly Curriculum Overview

Year Group: 1

Term: Autumn 2

Theme: How can we sort animals?

 English	 Maths
I can read a simple sentence by breaking it down and using my phonics knowledge. I can write a simple sentence using a capital letter, finger space and full stop. I can use my phonic knowledge when writing sentences. I can identify nouns and write and can use them in a sentence. I can identify adjectives and can use them in a sentence. I can ask a question and understand how to use a question mark. 	<u>Continue addition and subtraction within 10 from Autumn 1</u> and... I can begin to say my number bonds to 10. I can use my knowledge of number bonds when completing addition and subtraction problems. I can use appropriate mathematical language to explain my understanding of addition and subtraction. I can recognise and name 2-D and 3-D shapes. I can sort 2-D and 3-D shapes. I can make patterns with 2-D and 3-D shapes. 

 Science	 Geography  History	 Art  Design + Technology
<u>Animals, including humans</u> I can identify and name common animals. I can name and describe the animal groups- mammals, fish, birds, reptiles and amphibians. I can sort animals into the animal groups- mammals, fish, birds, reptiles and amphibians. I can explain what herbivores, carnivores and omnivores eat and sort animals into these groups. Carnivores Omnivores & Herbivores 	<u>Geography continued from last term...</u> I can use the language forwards, backwards, in front, behind, left and right. I can explain what a map is. I can record what I can see on maps. I can share the difference between land and water on maps. I can identify some human features on a map. I can identify some physical features on a map. I can discuss human and physical features on a zoo map. I can use the language left, right, in front and behind to identify what I can see on the zoo map. I can draw my own zoo map. 	<u>DT Block: Fruit Smoothie</u> I can sort fruits and vegetables. I can evaluate existing products. I can work as a group to plan our smoothie and design the label. I can practise the skills needed to make a smoothie. (peel, tear, mash and cut) I can make my smoothie. I can evaluate my smoothie. 
 Computing <u>Programming – Moving a robot (Bee Bot)</u> I can run a command on a device. I can predict the outcome of a sequence involving	 Music I can play a steady pulse using percussion instruments. I can begin to recognize the difference between pulse and rhythm.	 RE <u>What do Christians believe God is like?</u> I can explain what a parable is. I can share what a parable tells Christians about God.

'forwards' and 'backwards' commands. I can explain what my program should do. I can choose the order of commands in a sequence. I can debug my program. 	I can explore pulse and rhythm through movement. I can perform a steady pulse using percussion instruments. I can copy simple rhythmic patterns. I can practise starting and stopping together. I can represent sounds using simple graphic notation.	I can share ideas about why the story of the lost son might be helpful for Christians today. I can explain key parts of the story of Jonah and the Big Fish. I can explain what these stories teach Christians about God?
 PSHE	 Physical Education	 Language: French
I can identify similarities between people in my class. I can identify differences between people in my class. I can tell you what bullying is. I know some people who I could talk to if I was feeling unhappy or being bullied. I know how to make new friends. I can tell you some ways I am different from my friends.  Celebrating Difference	<u>Foundations</u> I can stay stable and balanced when trying new things. I can repeat a balance to improve it. I can show where the core muscles in our bodies are. I can practice and improve leapfrog. I can describe what flexibility is. I can explain what coordination is and to show an example of it. <u>Attack, defend shoot 2</u> I can find my pulse on my wrists. I can move side to side to defend a goal. I can bounce a ball with control to ourselves. I can aim at different targets. I can adapt to a game with changing rules. I can play in the best defensive position in a game.	(Not in KS1)