

**Curriculum Overview**  
**Butterflies (Year 1) Autumn Term 2023**

Interconnected Question: When is a House a Home?

Key Texts	Anticipated Writing Outcomes
<p>My House (poem) by Moira Andrew.</p> <p>The House That Was Once by Julie Fogliano</p> <p>Peepo by Janet and Allan Ahlberg</p>	<p>To write a poem in the style of a poet, using words to describe position and verbs.</p> <p>To write sentences to create a class story.</p> <p>To write sentences to describe a picture.</p> <p>To produce a non-fiction fact file about items in the home from long ago</p>
Science	Geography
<p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>To observe changes across the four seasons</li> <li>To observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>ANIMALS INC. HUMANS</b></p> <ul style="list-style-type: none"> <li>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p><b>Our School Grounds</b></p> <ul style="list-style-type: none"> <li>To make a map of Jolesfield School</li> <li>To create a map</li> <li>To use simple symbols, a simple scale and a key</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>To know where Jolesfield School is located in England</li> <li>To know the names of the 4 countries that make up the UK</li> <li>To use 4 compass directions</li> <li>To locate own home on a local area map</li> </ul>
	History
	<p><b>Homes in the past compared to today</b></p> <ul style="list-style-type: none"> <li>To know how homes have changed inside over 100 years</li> <li>To ask questions about the past</li> <li>To find answers to simple questions about the past from sources of information and artefacts</li> </ul>
	Art and Design
	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To develop observational drawing skills, creating self portraits and pictures of family members</li> <li>To investigate how texture can be created in drawing</li> </ul> <p><b>Painting and Mixed Media</b></p> <ul style="list-style-type: none"> <li>To explore colour mixing using primary colours to create secondary colours. Autumn leaves.</li> </ul>

## Music

### Charanga - Hey you! Old school Hip Hop

- Find the pulse of a piece of music
- Copy rhythms with clapping
- Listen and reflect with opinions and thoughts
- Learn musical language appropriate to the unit of learning
- Sing with an awareness of pitch of sound

### Call and Response songs

- Join in with call and response songs

### Holst Planet suite - Mars and Venus.

- Listen and reflect on a piece of music
- Discuss rhythm and dynamics

### Handel's Music for Royal Fireworks –

- Discuss timbre
- Share thoughts and describe what is heard
- add sound effects to a firework poem
- perform

## Discrete Subjects

## Maths

### Block 1 – Place value

- Count forwards to 10
- Count backwards from 10
- Count forwards and backwards to 20
- Represent numbers from 11-20 as tens and ones
- Compare groups and numbers
- Introduce <> and = symbols
- Compare numbers (10 and 20)
- Order objects and numbers (10 and 20)
- Ordinal numbers
- The number line
- Sort , count and represent objects
- Count one more and one less

### Block 2 – Addition and subtraction

- Recognise coins and notes
- Fact families - addition facts
- Number bonds to 10
- Compare number bonds
- Related facts
- Addition symbol
- Subtraction - breaking apart
- Add by counting on and making 10

### Block 3 - Shape

- Recognise and name 3D shapes
- Sort 3D shapes
- Recognise and sort 2D shapes
- Sort 2D shapes
- Make patterns with 2D and 3D shapes

## Religious Education

### Christianity: God

#### What do Christians believe that God is like?

- Identify what a parable is.
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.
- Give examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.

### The Emmanuel Project

Judaism: Mitzvot/ tzedakah

#### Why is learning to do good deeds so important to Jewish people?

- Why is doing good deeds important to Jewish people?
- How does Mitzvot make Jewish people feel they belong to God?
- What does it mean to belong?

### Christianity: Incarnation

#### Why does Christmas matter to Christians?

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

Relationships, Sex and Health Education	Design and Technology
<p><b>BEING ME IN MY WORLD</b></p> <ul style="list-style-type: none"> <li>● Feeling special and safe</li> <li>● Being part of a class</li> <li>● Rights and responsibilities</li> <li>● Rewards and feeling proud</li> <li>● Consequences</li> <li>● Owning the Learning Charter</li> </ul> <p><b>CELEBRATING DIFFERENCE</b></p> <ul style="list-style-type: none"> <li>● Similarities and differences</li> <li>● Understanding bullying and knowing how to deal with it</li> <li>● Making new friends</li> <li>● Celebrating the differences in everyone</li> </ul>	<p><b>Free-standing Structures: Design a chair strong enough to hold Teddy.</b></p> <ul style="list-style-type: none"> <li>● Investigate chairs: shapes, sizes, angles of legs, thickness, materials</li> <li>● Make chairs using a variety of construction equipment</li> <li>● Know techniques to make paper stronger</li> <li>● Know how to draw lines to create shapes and make marks for accurate cutting</li> <li>● Plan design for chair</li> <li>● Use plan to create structure</li> <li>● Test and evaluate effectiveness</li> </ul>
Physical Education	Computing
<p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>● Explore changing direction and dodging</li> <li>● Discover how the body moves at different speeds</li> <li>● Move with some control and balance</li> <li>● Explore stability and landing safely</li> <li>● Demonstrate control in take off and landing when jumping</li> <li>● Begin to explore hopping in different directions</li> <li>● Show co-ordination when turning a rope</li> <li>● Use rhythm to jump continuously in a French rope</li> </ul> <p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>● Roll and throw with some accuracy towards a target</li> <li>● Begin to catch with two hands</li> <li>● Catch after a bounce</li> <li>● Track a ball being sent directly</li> <li>● Begin to dribble with hands and feet</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>● Explore basic and still shapes straight, tuck, straddle, pike</li> <li>● Perform balances making their body tense, stretched and curled</li> <li>● Explore barrel, straight and forward roll progressions</li> <li>● Explore shape jumps including jumping off low apparatus</li> </ul> <p><b>Sending and Receiving</b></p> <ul style="list-style-type: none"> <li>● Send and receive a ball with feet</li> <li>● Catch a ball with some success</li> <li>● Roll a ball towards a target</li> <li>● Throw a ball to a partner</li> <li>● Track a ball that is coming towards them</li> <li>● Work co-operatively with a partner.</li> </ul>	<p><b>Technology Around Us: Connecting Computers</b></p> <ul style="list-style-type: none"> <li>● To understand the term “technology”</li> <li>● To know the main parts of a computer</li> <li>● To develop accuracy in using a mouse</li> <li>● To use a keyboard to type</li> <li>● To learn how to use computers responsibly</li> </ul> <p><b>Digital Painting</b></p> <ul style="list-style-type: none"> <li>● To use the free-hand painting tool</li> <li>● To use shapes and lines tools</li> <li>● To create a digital picture</li> <li>● To explore painting tools – colours and brush</li> <li>● review and improve an animation</li> </ul>