



## Autumn 1      Class 1

### **Maths:**

For Year 1, assessments will be completed to ascertain individual needs to support catch up work needed.

### **Reception**

#### **Numbers – Counting and recognising numbers**

- Recognise some numerals of personal significance
- Recognises numerals 1 to 5
- Counts up to three or four objects by saying one number name for each item

#### **Shape, space and measures – Shape (2-D)**

- Beginning to use mathematical names for 'solid' 3-D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes
- Selects a particular named shape [2-D only]

#### **Shape, space and measures – Exploring patterns**

- Uses familiar objects and common shapes to create and recreate patterns and build models
- **Recognises, creates and describes patterns**
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#### **Shape, space and measures – Measures (length and height)**

- Orders two or three items by length or height
- **Uses everyday language to talk about size to compare quantities and objects to solve problems**
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#### **Shape, space and measures – Space**

- Can describe their relative position such as '*behind*' or '*next to*' (SSM5)
- **Uses everyday language to talk about position, distance [and direction] to compare objects and to solve problems (SSM6)**
- **Uses everyday language to talk about distance to compare objects and to solve problems (SSM7)**

### **Year 1**

#### **Number – Number and place value**

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals
- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals



- Practising oral numbers (first, second, third ect)

## **Number – Addition and subtraction**

- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20

## **Geometry – Properties of shapes**

- Recognise and name common 2-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]

## **Number – Addition and subtraction**

- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$



# Dilhorne Primary Curriculum Overview

English: Catch Up Unit based on the book 'Look up' by Nathan Bryan

## **Development Matters/National curriculum skills for this unit:**

Spoken language:

- Listen and respond to ideas expressed by others in conversation or discussion
- Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Ask relevant questions
- Participate in discussions, presentations, performances, role play, improvisations and debates

## **Reading:**

- Enjoy an increasing range of books
- Read some common irregular words
- Retell stories and consider their particular characteristics
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what has been read to them

## **Writing composition:**

- Use phonic knowledge to write words in ways which match their spoken sounds
- Spell some common irregular words
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Discuss what they have written with the teacher or other pupils

## **Science:**

This term pupils will learn all about the seasons. We will learn what the word weather means and find out how different types of weather can be measured. Pupils will also observe changes across the seasons by exploring the signs of autumn and winter through nature and wildlife. Pupils will learn through observation, discussion and learning outside. Children also work scientifically by collecting, recording and interpreting simple data.

## **Geography:**

In this unit we will look at how humans and animals are affected by seasonal changes.

## **D&T:**

Continuing with our focus on the seasons the pupils in class 1 will design and make their own scarves.



## **R.E:**

. How can I make a difference in the world?

- To look at and respond to our world and learn about caring for it
- To identify and respond to values about caring, expressed through faith stories
- To know that we are part of a wider global community
- To know that That their class is a community made up of different individuals
- To understand and consider who cares for them and how they may do this
- To be able to describe other communities, and how people in religious communities show care

## **Computing:**

### **Reception**

- \* Identify and understood what a computer is used for. (To know that information can be retrieved from computers)
- \* Understand when to ask an adult when wanting access to the internet.
- \* Tell an adult when something worrying or unexpected happened whilst using the internet.
- \* Talk about the amount of time spent using a computer, tablet or gaming device.
- \* Use technology devices carefully and respectfully. (I pads, bee-bots, desktops, laptops etc.

### **Year 1**

E-Safety/Digital Literacy

- To 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.
- To recognise common uses of information technology beyond school.

## **PE & Games:**

### **Fundamental movement techniques**

Running, stopping, chasing, changing direction and negotiating space.