



LAWFORD C of E PRIMARY SCHOOL
CURRICULUM OVERVIEW AUTUMN 2024-25 FOR YR 1
Mrs Stapleton & Mrs Lawson & Mrs Smith



Key Focus: I wonder if school life has changed overtime...

We will be exploring different elements of school life in the present, with a focus on toys during our English sessions. We will focus on schools in Victorian Britain and compare them to schools in the present day. In our science lessons we will be thinking about materials and their properties and how we can use different materials to keep a teddy bear dry. In the second half of our first term, we will focus on our school grounds in our Geography sessions, exploring maps and learning about aerial views and keys.

Key Concepts to Explore:

Concepts: identity, change, fairness, conflict, care, power

English

The aims in the curriculum are that all children will develop positive attitudes and stamina for writing by:

- Exploring characters in books and writing descriptions
- writing fictional narratives with a toy theme based on the familiar story 'The Everywhere Bear' by Julia Donaldson
- writing poetry with an 'Autumnal' theme
- writing for different purposes (i.e. instructions, fiction and non-fiction)

Children will also be taught to:

- Listen to and understand instructions with more than one point
- Use an increasing range of vocabulary
- Speak in a way that is clear and easy to understand
- Demonstrate good phonic knowledge by clearly pronouncing the sounds within words
- Recount experiences with interesting detail
- Take turns to talk and listen carefully to others
- Leave spaces between words
- Form lower & upper case letters correctly, at a consistent size and begin to join some letters.
- Spell words containing learned phonemes and common high frequency words.
- Use capital letters and full stops in the correct places

Maths

Mathematics will take place daily through whole class teaching and reinforced through activities and group sessions. Following the 'White Rose Maths' Scheme, we will be visiting the following units-

Number: Place Value (within 10)
Addition and subtraction (within 10)
Place Value (within 20)
Geometry: Shape

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| | <u>Religious Education (RE)</u> | <p>How did the universe come to be? Our first unit will focus on the Creation story. We will compare creation in the Christian story to that of the Hindu versions. We will use images, stories, art and artefacts to compare and contrast the significance of the creation story in different religions.</p> <p>Children will:</p> <ul style="list-style-type: none"> • Explore the creation story, ask questions about the world around them and talk about these questions. • Begin to make connections between using their senses and what they know about the world around them • Give a simple reason using the word 'because' when talking about religion and belief • Using religious and belief stories to talk about how beliefs impact on how people behave <p>Possible questions: <i>What do you notice about the order of creation in the Christian story? Why might it be this way? What do you notice about the sequence in the Hindu versions? Why might there be more than one? How are they similar? Different? Why do you think this is? How might these stories change the way Christians and Hindus behave?</i></p> |
| | <u>Science</u> | <p>Learn all about materials and their properties through toys and how they have changed over time. Use knowledge to decide what materials would be most suited to different purposes. Collect data, look for patterns and carry out investigations.</p> <ul style="list-style-type: none"> • Share and discuss different materials with each other. • Identify simple properties and describe the material using this vocabulary • Conduct an experiment into what materials would keep a teddy bear dry • Make observations and suggest answers to questions based on these observations • Be aware of the meaning of key scientific words. |
| | <u>Computing</u> | <p>We will discuss where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</p> <ul style="list-style-type: none"> • Understand online risks and the age rules for sites |
| | <u>Geography</u> | <p><u>Where in the world are we?</u></p> <p>We will be learning about the UK's location in the world and our place within it. We will focus in on our local area, children will:</p> <ul style="list-style-type: none"> • Use aerial photographs to identify the UK, our town and then our school • Explore maps and create a map of our classroom and school grounds • Learn what a key is and why they are important to have on a map • Talk about our feelings towards the current school grounds, with a focus on the KS1 playground • Design a map for a new playground, from a bird's eye view, that includes a key |
| | <u>History</u> | <p><u>How has school life changed since the Victorian times?</u></p> <p>We will be exploring the meaning of past and present, with a visit from a special visitor. They will talk to us all about school in the past, where we will be able to ask questions and gain knowledge using a different source. We will move</p> |

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| | | <p>on to learning about Victorian school life and take a trip to Braintree museum, where the children will experience Victorian school life first hand. They will also:</p> <ul style="list-style-type: none"> • Understand that things change overtime • Use historical knowledge to justify an opinion • Understand changes within living memory • Compare past and present |
| | <u>Art, Design and Technology</u> | <ul style="list-style-type: none"> • Create self-portraits. • Construct to represent ideas using a variety of tools and materials • Design, make and evaluate products that have a clear purpose for an intended user, suggesting improvements to their designs (puppets). |
| | <u>Life Skills</u> | <p><u>Relationships/ All about us</u></p> <p>Children will:</p> <ul style="list-style-type: none"> • Communicate and respond to feelings • Recognise who is special to them • Learn that people's feelings and bodies can be hurt • Respect differences and similarities • Understand acceptable contact |
| | <u>Physical Education (PE)</u> | <p>Multi-skills and Gymnastics</p> <p>Children will:</p> <ul style="list-style-type: none"> · take part in team games · use rolling, hitting, running, jumping, catching and kicking skills in combination · copy and remember moves and positions · move with careful control and coordination · link two or more actions to perform a sequence |
| | <u>Music</u> | <p>By following the Charanga Scheme, children will learn to listen, appraise, perform and compose.</p> <p>Children will:</p> <ul style="list-style-type: none"> · take part in singing following a melody · make and control long and short sounds using voice and instruments · imitate changes in pitch · create a sequence of a mixture of sounds |
| <p><u>Visits/visitors:</u> Visit to Braintree Museum – Dress up as Victorian child and experience life in Victorian schools! <u>Event for Parents:</u> Meet the teacher Phonics 'Stay and Play'. Come and watch our phonics lesson and then play some fun phonics-based games with the children.</p> | | |