



Year 1 Curriculum

Autumn 2 2023 - 2024

Swallowdale Curriculum

Dear Families,

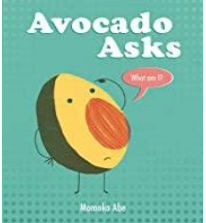
This booklet contains the Long Term Plan, information for English, maths and the knowledge organisers which outline the units of work that your child will be covering in our wider curriculum this half term. These will show you the main elements of learning for your child and we hope you find them useful.

Please note that history and geography, art, and design and technology are taught in alternate half terms.

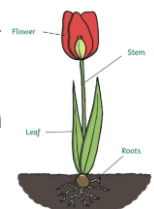
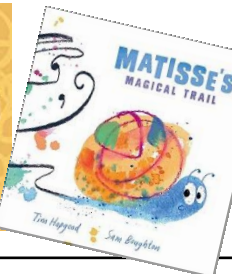
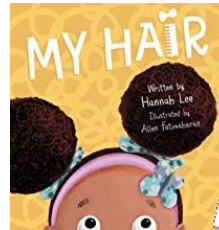
To support your child's learning at home please read with them regularly and sign your child's reading diary.

More information about our curriculum can be found on the school's website.

Thank you for your support.



Year 1 Long Term Plan 2023 – 2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Phonics Reading Writing including grammar and punctuation	Phonics Reading Writing including grammar and punctuation	Phonics Reading Writing including grammar and punctuation	Phonics Reading Writing including grammar and punctuation	Phonics Reading Writing including grammar and punctuation	Phonics Reading Writing including grammar and punctuation
Maths	Place Value Addition Subtraction	Addition Subtraction Shape	Place Value Addition Subtraction	Place Value Length and Height Mass and Volume	Multiplication Division 'Fractions'	Position and Direction Place Value Money Time
Science	Seasonal Changes Everyday Materials	Seasonal Changes Forces	Seasonal Changes Plants	Seasonal Changes Plants	Seasonal Changes Animals including Humans	Seasonal Changes Animals including Humans
History and Geography	Travel and Transport	My School	My Town	History of Toys	The UK	Great Explorers
Art and Design and Technology	Drawing: Angelina A'Court	Food and Nutrition: Fruit Salad	Collage: Henri Matisse	Mechanisms: Moving Pictures	Sculpture: Andy Goldsworthy	Construction: Windmill House
Religious Education	What do Christians believe God is like?	Why does Christmas matter to Christians?	TBC	TBC	TBC	TBC
PSHE	Being Me In My World	Celebrating Difference	Staying Safe	Healthy Me	Relationships	Changing Me
Computing	Technology Around Us	Digital Painting	Moving a Robot	Digital Writing	Grouping Data	Animation
Physical Education	Fundamentals / Gymnastics	Dance / Ball Skills	Sending and Receiving / Target Games	Yoga / Team Building	Net and Wall / Invasion Games	Striking and Fielding / Athletics
Music	My Musical Heartbeat	Dance, Sing and Play	Exploring Sounds	Learning to listen	Having Fun with Improvisation	Let's Perform Together

Year 1 English Reading

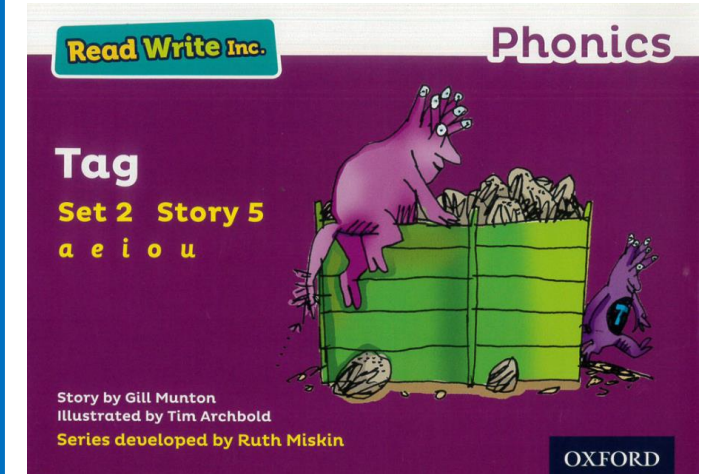


Reading Lessons

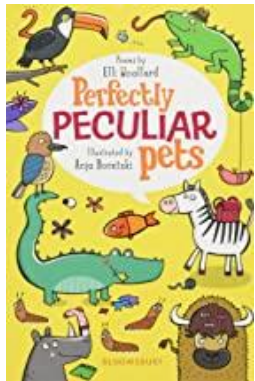
Following the RWI scheme, I will read daily a book that is matched to my phonetic knowledge. I will practise sounds I already know and apply these to words. I will also practise red words that I know and learn new red words. My fluency will be developed through daily reading of the same book within a small group. During lessons and when sharing books, I will begin to understand what a good reader does in the moment of reading and after reading. These skills will be modelled and practised during my lesson. I will read a range of fiction and non-fiction.

Independent Reading

I will have a book linked to my reading level which I may read in school and at home. The reading level of my book is shown by the coloured mark at the front and back of the book. My reading level is assessed at school using a phonics assessment and this will be checked every half term. My reading book should not be too tricky as this book is for me to read fluently. I should read the same book several times to develop my word recognition and fluency skills. This will help me understand what I am reading so I can enjoy it. There are questions in the back of my book to discuss at home. I should record my independent reading in my school reading diary each week and show my teacher.

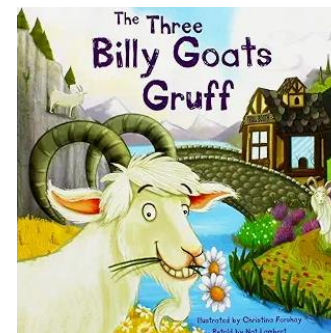


Our Class Poetry Books



Reading for Pleasure

We will share and discuss lots of different books this term in Year 1 but this is the book we will read first.



The three Billy Goats Gruff go on a journey to find fresh grass in the mountains! But wait... to get there, they're going to have to cross a bridge... And someone's waiting for them!

Year 1 Red Words (common exception words)

the

a

do

to

today

of

said

says

are

were

was

is

his

has

I

you

your

they

be

he

me

she

we

no

go

so

by

my

here

there

where

love

come

some

one

once

ask

friend

school

put

push

pull

full

house

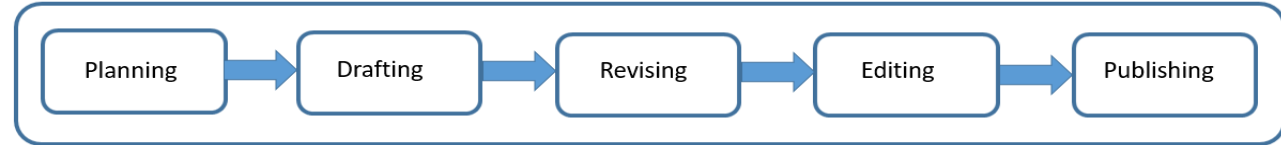
our



Year 1 English Writing



At Swallowdale, we follow a five-stage process for writing and in Y1 I will write for different purposes: to entertain and to inform.



Content to be taught and applied in writing this year

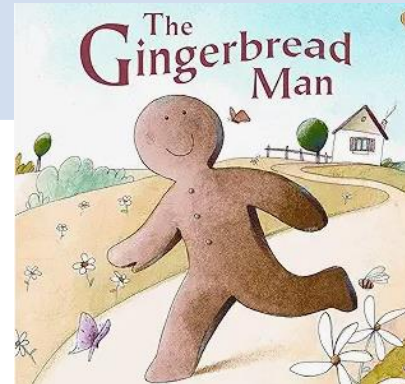
Word	<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (e.g. untie, unkind) Adjectives are used to describe nouns
Sentence	<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and
Text	<ul style="list-style-type: none"> Sequencing sentences to form short narratives or non-narrative writes
Punctuation	<ul style="list-style-type: none"> Separation of words with spaces Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Use of capital letters for names and the personal pronoun I
Terminology	<ul style="list-style-type: none"> letter, capital letter noun, adjective, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Spelling

I will continue to learn phonics using the Read Write Inc scheme. I will also learn the statutory common exception words for Y1. I will bring home a book mark with the words I need to practice reading and writing.

Handwriting

In year 1, I will begin learning how to form my letters using a cursive style.



What will I be writing?

I will be learning to sequence sentences to retell the story of the Gingerbread Man.

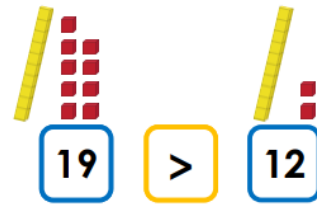
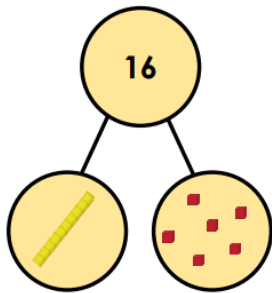
Year 1 Mathematics - Autumn



Place Value

I will recognise, represent, partition, read and write numbers to 20.

11	12	13	14	15
eleven	twelve	thirteen	fourteen	fifteen
16	17	18	19	20
sixteen	seventeen	eighteen	nineteen	twenty



I will use the symbols < and > to compare numbers.

< = less than

> = greater than

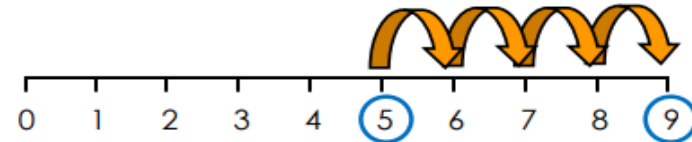


Addition

I will know my number bonds to 10. I will add one and two digit numbers to 20.

<p>10 = 4 + 6 10 = 6 + 4 6 = 10 - 4 4 = 10 - 6</p> <p>Tens Frame</p>	<p>6 + 4 = 10 4 + 6 = 10 10 - 4 = 6 10 - 6 = 4</p> <p>Part Whole Model</p>	<p>6 + 4 = 10 4 + 6 = 10 10 - 4 = 6 10 - 6 = 4</p> <p>Bar Model</p>
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number lines



Subtraction

I will subtract 1 and 2 digit numbers within 20.
I will solve missing number problems.

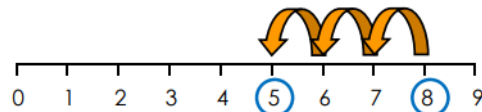
use pictures



use the inverse of addition

<p>6 + 4 = 10 4 + 6 = 10 10 - 4 = 6 10 - 6 = 4</p> <p>Tens Frame</p>	<p>6 + 4 = 10 4 + 6 = 10 10 - 4 = 6 10 - 6 = 4</p> <p>Part Whole Model</p>	<p>6 + 4 = 10 4 + 6 = 10 10 - 4 = 6 10 - 6 = 4</p> <p>Bar Model</p>
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use number lines to count back

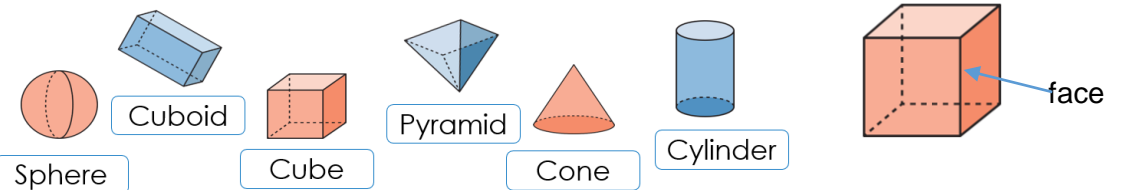
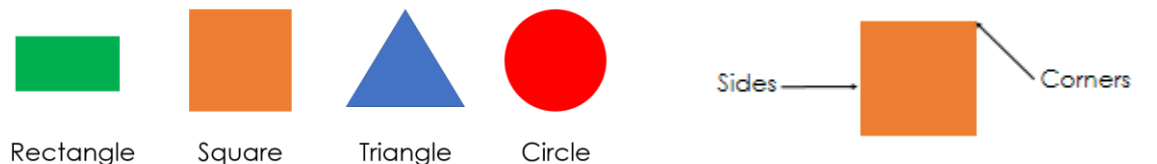


$$17 - \square = 4$$



Shape

I will recognise and name common 2D and 3D shapes.





Year 1 Science Knowledge Organiser

Forces



Key vocabulary

force: A push or a pull which makes an object move.

object: An object is something that you can see or touch.

compare: Look at what is the same and what is different.

friction: One object rubbing against another making it more difficult to move.

surface: The top of an object.

elevation: The height of an object.

float: An object lies on or just below the surface of the water.

sink: An object falls below the surface of the water.

I already know:

My body and some objects move in different ways.

Some objects move by themselves and some need to be pushed or pulled.

I need to know:

That different forces help us to move.

I will know what friction is.

I can compare how things move on different surfaces.

I will know how different elevations make objects move slower, quicker, further or not as far.

I will know some objects can float and some can sink.

Links with the world around us:

This will help me to recognise how and why objects are moving.

Key knowledge

push or pull



friction

Low friction

High friction



elevation



Float or Sink?





Year 1 Science Knowledge Organiser

Seasonal Changes: autumn and winter



Key vocabulary

- **seasons:** The 4 seasons are autumn, winter, spring and summer.
- **autumn:** The weather gets cold and leaves fall from the trees after changing colour.
- **winter:** The weather is very cold. There can be frost and ice on the ground. Some trees are bare as all the leaves have fallen off.
- **environment:** The place where you live.
- **weather:** The weather includes the temperature outside as well as wind, sun, rain, hail and snow.
- **thermometer:** A device used for measuring temperature.
- **temperature:** How hot or cold a place is.

I already know:

- There are things in my environment which change through the year.

I need to know:

- I need to be able to observe changes across the four seasons.
- I need to observe and describe how the weather and the amount of daylight changes in each season.

Links with the world around us:

This will help me to know what clothes to wear and what activities I can enjoy outside in each season.

Key knowledge

- September
- October
- November



- December
- January
- February



Number of daylight hours in autumn and winter.

Sept	Oct	Nov	Dec	Jan	Feb
13	11	9	8	8	10

The weather changes what we do and wear. In the autumn the weather is colder and rainy.

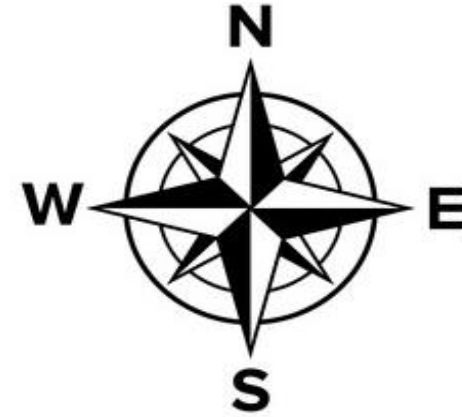


In the winter it is cold and frosty. If it is freezing, it might even snow!



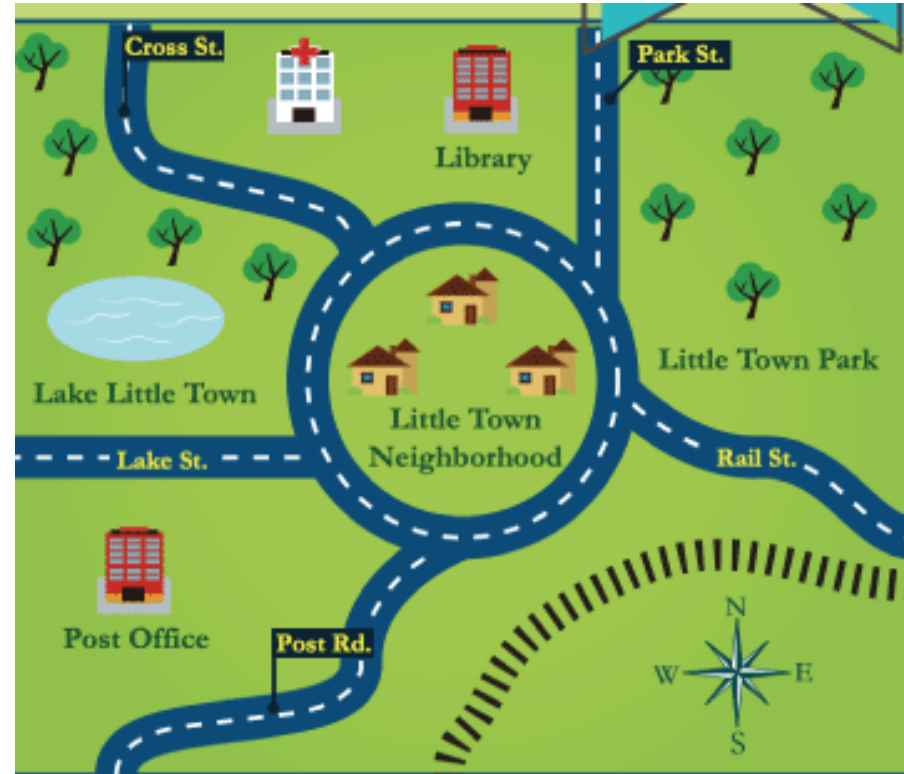


Enquiry Question:
Why do we draw compass
directions on a map?



Key vocabulary:

directions	<ul style="list-style-type: none"> • are instructions • directions can tell you which way to move or where something is located
compass	an instrument that you use for finding directions
map	a drawing of a particular area
aerial view	<ul style="list-style-type: none"> • a view seen from great height, such as from an aircraft • sometimes called a 'bird's eye view'
features	something you can see in the environment





Year 1 Design and Technology Knowledge Organiser: Food and Nutrition



Key vocabulary

	plan	decide what you are going to do
	slice	cut into thin pieces
	peel	remove the skin
	grate	use a grater to cut into small pieces
	chop	cut into pieces
	evaluate	decide if something is good or bad

Design and make a healthy fruit and vegetable salad.



Skills to learn



the bridge

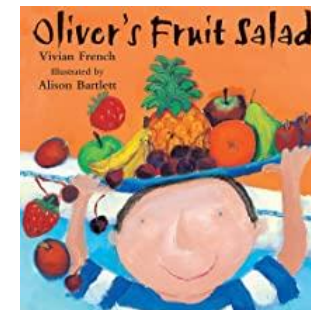
the claw

fork hold

Be safe



Books





Year 1 Jigsaw Unit 2 Celebrating Difference

	I will learn to...	Next I will learn to...
PSHE	Tell you some ways that I am different and similar to other people in my class and why this makes us all special.	Explain sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.
Social & Emotional	Explain what bullying is and how being bullied might make somebody feel.	I can explain how it feels to have a friend and be a friend. I can also explain why it is okay to be different from my friends.

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Hello
I'm Jigsaw Jack

I will understand this vocabulary...	
similarities	Having similar feature or look alike.
differences	A way in which people or things are not alike.
unfair	Not fair. Not following the rules.
deliberate	Planned and decided beforehand and on purpose.
unique	Being the only one of its type or special in some way.
included	To feel accepted or part of something.
bully	Someone who hurts or frightens someone over a period of time.

I can answer these reflective questions...

What differences are there between you and your friends?

What makes a good friend?



Year 1 Computing Knowledge Organiser: Digital Painting



What should I already know?

- how to log into a computer
- how to use a mouse and keyboard
- how to name and save work

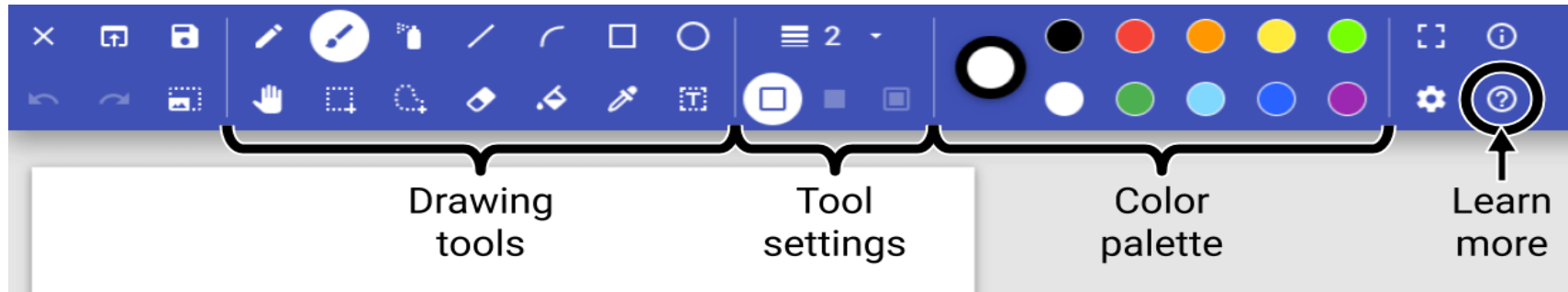


What will I learn?

- How to create a digital picture using a software program called Paintz
- How to make different marks on the screen to create a picture
- How to create shapes
- How to change the colour of marks and shapes

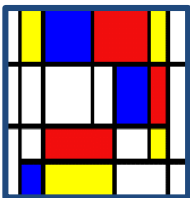
Key Vocabulary

save	a command that causes a copy of the document or file to be created
undo	to cancel the last action
redo	to do the same action again
format	how something is arranged and presented



Piet Mondrian

Dutch artist
Lived 1872–1944
Created abstract art



Wassily Kandinsky

Russian artist
Lived 1866–1944
Created abstract art



Georges Seurat

French artist
Lived 1859 - 1891
Created art using dots



Henri Matisse

French artist
Lived 1869–1954
Created art using collage



Religious Education Knowledge Organiser

Year 1 - Why does Christmas matter to Christians?



By the end of this unit, I will be able to:

- tell the story of Jesus's birth and explain why he is so important to Christians
- recognise that stories from Jesus's life come from the Gospels
- talk about how Christians use the story of the nativity to guide their beliefs and actions at Christmas
- decide what I am thankful for in my life

Key Vocabulary

Bethlehem: the name of the city that Jesus was born in

manger: a container that is used for feeding cows, but in the nativity story it was used as Jesus's cot

advent: the 25 days before Christmas

gratitude: a feeling of being thankful



The Nativity Story and Christmas

Christmas is one of the most important celebrations for Christians. It is to celebrate the birth of Jesus and happens every year on the 25th December. The Nativity describes the time leading up to Jesus's birth and helps to explain why Christmas is such an important celebration.



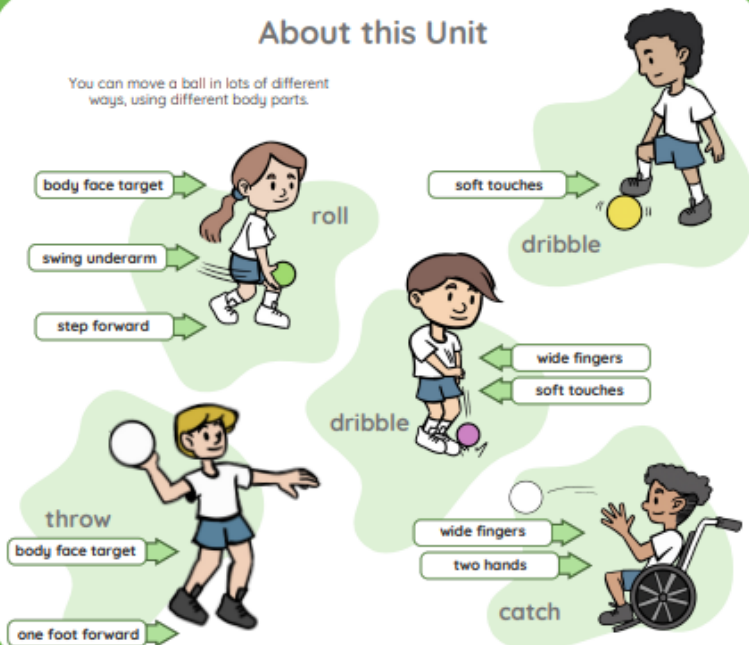


Get Set 4 Education

Knowledge Organiser Ball Skills Y1

About this Unit

You can move a ball in lots of different ways, using different body parts.



Key Vocabulary



catch		
control	safely	swing
dribble	score	target
ready position	space	track
roll	soft	underarm

If you enjoy this unit why not see if there is a ball game e.g. a basketball club in your local area.



Ladder Knowledge



Sending:
Face your body towards your target when rolling and throwing underarm. It will help you to balance.

Catching:
Watch the ball as it comes towards you.

Tracking:
Move your feet to get in the line with the ball.

Dribbling:
Moving with a ball is called dribbling. You can dribble with your hands and with your feet.

Movement Skills

- dribble with hands
- roll
- throw
- catch
- dribble with feet
- track

This unit will also help you to develop other important skills.

Social communication, support others, co-operation

Emotional perseverance, honesty, determination

Thinking exploration, make decisions, comprehension, use tactics

Strategies

For all ball skills use these tips:

Track the ball as it comes towards.
Point your hand or foot towards your target when sending the ball.
Cushion the ball as you receive it.

Healthy Participation



Make sure unused balls are stored in a safe place.

Make sure you work in a safe space and show an awareness of others as you use the ball.



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Bottle Skittles



What you need: plastic bottles, a pair of socks, 1 or more players

How to play:

- Use empty plastic bottles as skittles. Set them up approx. 5m away.
- Use a pair of socks rolled into a ball and try to hit as many skittles as possible down.

Playing with more people?
See how many throws it takes each player to knock down all of the skittles.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



Get Set 4 Education

Knowledge Organiser

Dance Year 1

Ladder Knowledge



Actions:
Actions can be linked to create a dance.

Dynamics:
You can create fast and slow actions to show an idea.

Space:
There are different directions and pathways within space.

Relationships:
When dancing with a partner it is important to be aware of each other and keep in time.

Performance:
Stand still at the start and at the end of the dance. It will let the audience know when you have started and when you have finished.

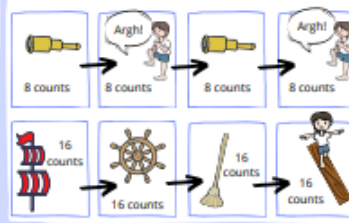
About this Unit

Here are some themes that you may explore in this dance unit...

The Weather



Pirates



How would these toys move?



On Safari



Key Vocabulary

action	direction		
balance	fast		quickly
beat	level		slow
copy	pathway		slowly
counts	pose		timing

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social respect, work safely, collaboration, communication

Emotional empathy, confidence, acceptance, determination, kindness

Thinking creativity, select and apply actions, copy and repeat actions, provide feedback, recall

Strategies

Use big, clear actions. It will help the audience to see you clearly.

Healthy Participation

If you enjoy this unit why not see if there is a dance club in your local area.



You should be bare foot for dance.

Ensure you always work in your own safe space when working on your own.



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Animal Dance

How to play:

- Create a short dance that uses the movements of an animal of your choice.
- Try not to just act like the animal, but use their movements e.g. the way they crawl, walk, sleep or jump.
- Think about how quickly or slowly they move.
- Think about how they move e.g. bouncy, smoothly.
- Choose some music that suits your animal too.

Show your dance to a family member or friend.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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Knowledge Organiser - Year 1 Unit 2

Musical Spotlight: Dance, Sing and Play!

Social Question: How Does Music Tell Stories About the Past?

Name:

Class:

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen carefully and copy back the actions.
Play or clap simple rhythmic patterns using long and short sounds.	Clap four-beat rhythms, creating long and short sounds.	Respond to the questions, thinking about the music.
Respond to different high and low pitches. 	Improvise using one, two or three notes, using C, D and E.   C D E How many notes did you improvise with?	Enjoy some 'Did You Know?' facts about the song. 

SONG 1 Twinkle, Twinkle, Little Star Style: Reggae	SONG 2 In The Orchestra Style: 20th / 21st Century Orchestral	SONG 3 Daisy Bell (Bicycle Built For Two) Style: 20th / 21st Century Orchestra	SONG 4 Dancing Dinosaurs Style: Pop	SONG 5 Rock-a-bye Baby Style: Gospel	SONG 6 I'm A Little Teapot Style: Pop
Vocal Sing a melody that travels up and down (ascending and descending) by step.	Vocal Sing the song to an orchestral backing track, clearly and rhythmically.	Vocal Sing a melody that has long and short rhythms, and high and low sounds.	Vocal Sing a melody that makes you want to dance to the beat.	Vocal Sing the song to a Pop style backing track. What did the lyrics mean to you? What was your favourite line in the song?	Vocal Sing a song with four beats in a bar. Did you stand nicely when performing the song?
Instrumental Which part did you play?  Part 1: D, E, F# Part 2: D, E	Which actions would you put to this song?	Compose Which notes or symbols did you compose with?	Instrumental Which part did you play?  Part 1: C, D, E Part 2: C, D	Which actions would you put to this song?	Perform Which songs did you perform? Which was your favourite?
Improvise Which notes, or symbols did you improvise with?			Improvise Which notes or symbols did you improvise with?		