




<p style="text-align: center;">Science</p> <p style="text-align: center;"><u>Seasonal Changes (Autumn & Winter)</u></p> <ul style="list-style-type: none"> Identify types of weather, their effects and associated symbols. Learn how different types of weather can be measured. Record the weather across different seasons. Identify the season's autumn and winter and the associated weather. Observe changes throughout the seasons and make comparisons between them. 	 <h1 style="margin: 20px 0;">Year 1 Curriculum Map</h1> <h2 style="margin: 0 0 20px 0;">Autumn Term 2</h2>	<p style="text-align: center;">Geography</p> <p style="text-align: center;"><u>Weather and Seasons</u></p> <p>Key Knowledge: In the UK, there are four different seasons. Each season has different weather types. Winter is cold, wet and windy. It snows in some areas and gets dark early. Spring brings warmer weather. Flowers start to grow and baby lambs are born. In summer, the weather becomes hotter; there is often less rain, but there may be thunderstorms. The weather starts to get colder in autumn. Leaves change colour and fall off the trees.</p> <ul style="list-style-type: none"> I can order the months of the year. I can name the seasons. I can order the seasons. I can identify differences between the types of weather experienced in different seasons in the UK. I can identify aspects of the weather and how it affects my local environment. I can identify and record daily weather patterns. I can explain how the weather affects the jobs we do. 	
<p style="text-align: center;">Design & Technology</p> <p style="text-align: center;"><u>Textiles – Design and make a Christmas Decoration</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing and templates. I can cut textiles. I can choose the most appropriate way to join the materials I choose when making my product. I can use running stitch to join materials together. I can choose a textile and say why I have chosen it. I can say if my finished product matches my design criteria I can say if I would change anything to my finished product and why. 		<p>P.E</p>	<p>PSHE/Jigsaw</p>
<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> To describe what they have done or seen others doing. Understand the importance of landing safely and practise safe landing. To move with purpose and accuracy. To copy, create and explore different ways of travelling and link a range of movements and shapes, safely. To develop balance and coordination. Learn and develop the quality of an egg roll. Perform basic jumps with quality and control. Work well with a partner. Remember and repeat sequences of gymnastic actions. 		<p>R.E</p> <p style="text-align: center;"><u>Celebrations</u></p> <p style="text-align: center;"><i>How do we celebrate special times?</i></p> <p>Why do Hindu's celebrate Diwali? <ul style="list-style-type: none"> Learn about the story of Rama and Sita </p> <p>Why do Sikh's celebrate Diwali (Bandi Chhor)? <ul style="list-style-type: none"> Learn about the story of Prisoner Release Day </p> <p>What gift would I have given to Jesus if he had been born in my town and not in Bethlehem? <ul style="list-style-type: none"> Reflect on the Christmas story and decide what gifts would be meaningful for Jesus </p>	<p>Celebrating Differences</p> <ul style="list-style-type: none"> Identify similarities and differences between myself and others. Know what bullying is and how it might feel. Know who to talk to if I feel unhappy. Know how to make new friends and how it feels. Know that differences make us special and unique.
<p style="text-align: center;">Computing</p> <p><u>Online Safety</u> Health, Wellbeing and Lifestyle: Why is it important to listen to your feelings when using technology? <ul style="list-style-type: none"> To explain why spending too much time using technology can sometimes have a negative impact on me. Be able to give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). <u>Lego Builders</u> <ul style="list-style-type: none"> To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result </p>		<p>Music</p> <p style="text-align: center;"><i>We will be rehearsing for our Winter Performance 'Year 1 Cup of Cheer' before beginning our next unit of work.</i></p> <p><u>Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style)</u></p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p> <p><i>We will be developing these skills:</i></p> <ul style="list-style-type: none"> Listen and appraise using a variety of music Use bodies to find the pulse. Explore pulse and tempo and identify change Use voice in different ways to sing, speak and chant including call and response. Find, copy and repeat rhythms Use musical vocabulary Perform and improvise using voice and tuned percussion 	<p>Important Dates</p> <ul style="list-style-type: none"> Anti-bullying week WB 10.11.25 Children in Need/Acorns charity day 14/11/24 Parent Consultations 11/11/25 & 13/11/25 Acorns Sparkle Day/Christmas Jumper 5.12.25 Year 1 Cup of Cheer: Class 5 9.12.25, Class 4 10.12.25, Class 6 11.12.25 Pantomime in school 17/12/25 Infant Disco 17.12.25 Break up for end of term 19/12/25

Literacy Overview

Theme: Heroes & Villains

Text: I Want My Hat Back by Jon Klassen

After experiencing an engaging starting point of looking at and talking about and making predictions about a range of hats, the children read the book. During the sequence children will:

- Through role-play, explore a characters' feelings.
- Create a short dialogue between the two main characters.
- Write and perform a rap that gives the main character advice.
- Hot seat Rabbit to find out what actually happened at the end of the story after formulating questions.
- Write a letter to Rabbit making suggestions about what he could do.
- Plan and write sequel called, 'I Want My Friend Back'.

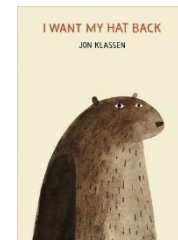
Text: Billy and the Beast by Nadia Shireen

Children create their own version of the Billy character and use them to defeat a terrible beast intent on turning her animal friends into a terrible feast. During the sequence the children will:

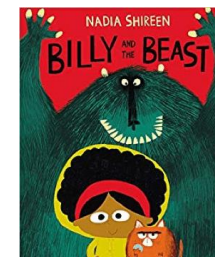
- Write a 'day in the life of' in the form of a summary
- Write emails to give advice
- Write recipes
- Plan and create their own version of a Billy and the Beast story

We are reading:

I Want My Hat Back by Jon Klassen



Billy and the Beast by Nadia Shireen



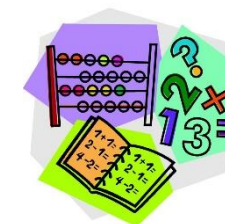
Numeracy Overview

Place value and representing numbers - Focus on place value and partitioning into tens and ones

- 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 and words.

Addition and subtraction - Focus on pairs of number that make 5, 6, 7 and 10, begin to add coins

- Represent and use number bonds and related subtraction facts within 20



Measures – Focus on length, shorter and longer, using standard units, recognising coins

- Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Measure and begin to record the following: lengths and heights
- Recognise and know the value of different denominations of coins and notes

