

# Purley Partnership Federation



## Christ Church School

Vision: *"Together, inspiring excellence"*

Mission: *"Nurturing lifelong learners with God's guidance"*

Values: **"Love, Courage, Honesty, Faith and Forgiveness"**

## Year 1 Autumn Term

English  
Maths  
RE  
Science  
Computing  
PSHE  
PE  
History  
Geography  
Art  
DT  
French  
Music

# English in Year 1

## Curriculum Content

- I can put words together to make sentences
- I can use conjunctions, joining words like 'and'
- I can use finger spaces between words
- I can write a long piece of writing (50 words)
- I can say what I want to write before writing down my ideas or talking about them
- The most of my writing can be read by an adult

## Handwriting

- I can write lower case letters in the right direction, starting and finishing in the right place.

## Grammar

- I can use these words in my writing: when, if, that, because, or, but
- I can use some description in my writing e.g. the blue butterfly, plain flour, the man in the moon
- I can sometimes use capital letters and full stops to show where sentences start and end.
- I can explain what these words mean: question, suffix, adjective,
- I can use capital letters for names, places, the days of the week and the word 'I'
- I can explain what these words mean: letter, capital letter, word,
- I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes
- I can add -ing and -er to the end of a word to make a new word e.g. helping, helper
- I can show you how un- added to the beginning of a word can change its meaning

## Core Texts

Little wandle phonics books

Free reading from school book corners and library

## Educational visits

Portrait gallery in London  
Science Museum  
Florence Nightingale Museum

## Enrichment Opportunities

Walk around Purley - notice the key landmarks.

## Home learning opportunities

- Listen to and talk about different poems, stories and information books
- Retell well known stories verbally for example the three little pigs, the gruffalo
- Learning some rhymes and poems by heart
- Begin to write short stories

Parents can help their children by

How to help your child

- Ask your child what their 'Writing Next Step' is – they should know what it is, otherwise how will they know how to improve? If s/he does not know, your child's teacher can tell you.
- Spellings sent home link to the spelling and phonics being learned at school. Encourage your child to say the word aloud and then break down the sounds. Counting sounds also helps. Encourage your child to write spellings in a sentence.
- Children are not expected to know all the correct places for full stops but to explore its use and begin to develop confidence.
- Support your child with the placing of their full stops. Reading aloud is a good way to check for full stops. Where do you breathe?
- Remind your child that sentences and names start with a capital letter.
- Short sentences could be extended with conjunctions and adjectives used, for example, **Ben sat on the bed** becomes **Ben jumped on the soft bed and broke it.**
- Practise handwriting at home, encourage your child to write on the line. Ask your teacher if you need an extra handwriting practice book
- Genres taught at this stage will include stories, letters, lists, instructions and writing facts.
- Sentence openers children might use are  
Once upon a time...  
One day...  
First...  
Then...  
I...  
The next morning...
- Chose an object and take it in turns to describe with 2/3 adjectives. Write the adjectives in a sentence.
- Play I went shopping and I bought but add an adjective for each item. **For example, I went shopping and I bought three delicious chocolate bars.**

Useful websites

<https://www.bbc.co.uk/bitesize/subjects/zgkw2hv>

# Math in Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> (within 10)  <a href="#">VIEW</a>					Number <b>Addition and subtraction</b> (within 10)  <a href="#">VIEW</a>					Geometry <b>Shape</b>  <a href="#">VIEW</a>	Consolidation
Spring term	Number <b>Place value</b> (within 20)  <a href="#">VIEW</a>		Number <b>Addition and subtraction</b> (within 20)  <a href="#">VIEW</a>		Number <b>Place value</b> (within 50)  <a href="#">VIEW</a>		Measurement <b>Length and height</b>  <a href="#">VIEW</a>		Measurement <b>Mass and volume</b>  <a href="#">VIEW</a>			
Summer term	Number <b>Multiplication and division</b>  <a href="#">VIEW</a>			Number <b>Fractions</b>  <a href="#">VIEW</a>		Geometry <b>Position and direction</b>  <a href="#">VIEW</a>	Number <b>Place value</b> (within 100)  <a href="#">VIEW</a>		Measurement <b>Money</b>  <a href="#">VIEW</a>	Measurement <b>Time</b>  <a href="#">VIEW</a>		Consolidation

## RE in Year 1- Autumn Term (1)

**Unit Title: What is prayer and why do people pray?**

### Curriculum Content

- Prayer is a way of communicating with God.
- Christians use prayer to ask God, to thank him, to repent/apologise and receive forgiveness.
- Praising God is a form of prayer that can be either spoken or sung.
- Christians believe that it is not the length of the prayer or the quality of words that are used, but rather that sincerity and honesty with God is important.

### Educational visits

Visit a local church  
Talk about your family including extended family. Visit relatives or organise a zoom to 'see' them

### Enrichment Opportunities

- Play a trust game
- Make a rainbow display

### Home learning opportunities

- Think about prayers that you have learnt before - and talk about what they mean.

### Parents can help their children by

- Discuss how we say sorry and demonstrate ways of showing it (handshake, kiss, hug, letter, including in a game etc). What might you need to say sorry for?

### Useful websites

- [https://www.youtube.com/watch?v=aDcwX\\_3DIJw](https://www.youtube.com/watch?v=aDcwX_3DIJw)
- Listen to the song God in my living <https://www.youtube.com/watch?v=0bhJHMoDsdE> and make links to the original prayer
- [https://www.youtube.com/watch?v=CUBBlddm\\_rM](https://www.youtube.com/watch?v=CUBBlddm_rM) What a beautiful name it is

## RE in Year 1- Autumn Term (2)

**Unit Title:  
Where is the light of Christmas?**

### Curriculum Content

- A saint is a person who loves God and who loves others the way Christians believe God loves us. There are opportunities to learn about the stories of saints within Christianity and to understand the reasons why they were selected for sainthood.

<b>Educational visits</b>	Visit a Christmas Carol concert Sing Christmas songs together
<b>Enrichment Opportunities</b>	<ul style="list-style-type: none"> <li>● Make a Christingle</li> <li>● Role playing the Christmas Story</li> <li>● Decorate a star</li> </ul>
<b>Home learning opportunities</b>	Write a Christmas prayer Sing Christmas songs
<b>Parents can help their children by</b>	<ul style="list-style-type: none"> <li>● Sit quietly in darkness with just a candle alight in the room.</li> <li>● Talk about how light makes them feel.</li> </ul>
<b>Useful websites</b>	<ul style="list-style-type: none"> <li>● <a href="http://www.sacredstory.org">www.sacredstory.org</a></li> <li>● <a href="https://www.youtube.com/watch?v=Xzf9fnfnT40">https://www.youtube.com/watch?v=Xzf9fnfnT40</a> Hope of Heaven</li> </ul>

## Science in Year 1 - Autumn Term

<b>Unit Title: Seasonal Change</b>
<b>Curriculum Content</b>
During this Unit pupils will <ul style="list-style-type: none"><li>• Observe changes across the 4 four seasons</li><li>• Observe and describe weather associated with the seasons</li><li>• Observe and describe how day length varies.</li></ul> <p><b>This Unit will be studied throughout the Year to ensure pupils can look at seasonal changes as they occur.</b></p>

<b>Educational visits</b>	
<b>Enrichment Opportunities</b>	Visits to the Rotary Field to observe trees throughout the year.

<b>Home learning opportunities</b>	Pupils could draw/paint/colour/photograph pictures of a tree in the garden/local area throughout the year.
<b>Parents can help their children by</b>	Talking about the weather and seasonal change. Discussing weather appropriate clothing.
<b>Useful websites</b>	

## Science in Year 1 - Autumn Term (1)

<b>Unit Title: Animals Including Humans</b>
<b>Curriculum Content</b>
<ul style="list-style-type: none"><li>• 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><li>• Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</li><li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>• Identify and name a variety of common animals including fish, amphibians, reptiles and mammals.</li></ul>

## Science in Year 1 - Autumn Term (2)

**Unit Title: Everyday Materials**

### **Curriculum Content**

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties (colour, size, shape, smell, etc.).

## Computing in Year 1 - Autumn Term

**Unit Title: Digital Literacy, Computational Thinking, Creativity**

### **Curriculum Content**

- Begin to use a mouse effectively
- Use a variety of paint tools to create pictures
- Take and delete photos using an I-pad
- Begin to locate letters on the keyboard
- Use shift to make capital letters
- Understanding how to keep safe online
- Exploring algorithms
- Explore and use a new app

## PE in Year 1 - Autumn Term (1)

**Unit Title: Outdoor Games - Throwing & Catching**

### **Curriculum Content**

- begin to move fluently, changing direction and speed easily and avoiding collisions
- show some accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking
- begin to understand the concept of tracking, and get in line with the ball to receive it
- begin to understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming
- recognise space in their games and what is around them
- describe what it feels like when they breathe faster during exercise
- explain why running and playing games is good for them
- watch others' movements carefully
- describe what they have done or seen others doing
- copy what they see and say why it is good

## PE in Year 1 - Autumn Term (1)

**Unit Title: Indoor - REAL PE**

### **Curriculum Content**

PERSONAL

- Listen carefully to instructions.



- Keep your head up and stay within marked areas.
- Think about who you can ask for help

PHYSICAL

Coordination – Floor

Movement Patterns

- Head up and back straight.
- Work off balls of feet.
- Use your arms to help balance.

## PE in Year 1 - Autumn Term (2)

**Unit Title: Outdoor Games - Football/Ball Games**

**Curriculum Content**

- To be able to use the inside of the foot to move a ball in a direction
- To begin to pass and receive a ball using feet
- To develop short passing
- To begin to track the ball when receiving from a partner.
- To start to control a ball while it is moving.
- To develop awareness of others and the space around them.
- To begin to collaborate within a team and compete.

## PE in Year 1 - Autumn Term (2)

**Unit Title: Indoor - Gymnastics**

**Curriculum Content**

- To travel confidently and competently on different parts of the body including hands.
- To hold still balances positions on large or small body parts.
- To link two balances together
- To adapt floor work safely onto apparatus.

## History in Year 1 - Autumn Term (2)

### Unit Title: Historic Figures

### Curriculum Content

#### Key Skills

Chronological Understanding: *Sequence and sort simple objects and artefacts. Place important events in order.*

Range and Depth of Historical Knowledge: *Recognise the difference between past and present. Make simple comparisons to own lives.*

Historical Enquiry: *Find out about the past from a range of sources.*

Organisation and Communication: *Ask and answer questions about the past. Create art/writing/drama based upon topic.*

- Reason whether clothes/homes are old or new
- Sort objects and artefacts in different ways
- Sequence objects in chronological order
- Find out about the past from a range of sources of information [for example, stories, pictures and photographs, artefacts, the use of ICT-based sources]
- Ask and answer questions about the past.
- Place events, people and change into the correct period of time.
- Identify differences between daily life at different times (changes in living memory).
- Describe the characteristics of tribal life and make simple comparisons to their life
- Know how to ask and answer questions about significant events/people from long ago
- Infer some aspects of daily life from a long time ago
- Communicate what they have learned through writing, artwork and drama
- Use historical vocabulary to describe the period

### Educational visits

Local visits to Purley and Croydon  
Imperial War Museum  
Chartwell Downe House  
Florence Nightingale Museum

### Home learning opportunities

Research opportunities for other famous people that have been heroes in their community.

### Useful websites

Grace Darling  
<https://rni.org/about-us/our-history/timeline/1838-grace-darling>  
<https://historicengland.org.uk/research/inclusive-heritage/womens-history/maritime-women/grace-darling/>  
<https://www.rmg.co.uk/stories/topics/grace-darling>

Guy Fawkes  
<https://www.youtube.com/watch?v=qGJ5G4UNFJI>  
<https://www.theschoolrun.com/homework-help/guy-fawkes-and-bonfire-night>  
<https://learning.parliament.uk/en/resources/guy-fawkes-and-bonfire-night-video/>

## Design Technology in Year 1 - Autumn Term (2)

### Unit Title: Ourselves

Textiles - Fabric Faces/Christmas Decorations

### Curriculum Content

Key learning in design and technology

- **Prior learning**

Explored and used different fabrics.

Cut and join fabrics with simple techniques.

Thought about the user and purpose of products.

- **Designing**

Design a functional and appealing product for a chosen user and purpose based on simple design criteria.

Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.

- **Making**

Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.

Select from and use textiles according to their characteristics.

- **Evaluating**

Explore and evaluate a range of existing textile products relevant to the project being undertaken.

Evaluate their ideas throughout and their final products against original design criteria.

- **Technical knowledge and understanding**

Understand how simple 3-D textile products are made, using a template to create two identical shapes.

Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.

Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.

### Educational visits

Fashion and Textiles Musuem

### Enrichment Opportunities

STEM learning: Textile tree - design and make a simple tree structure using a variety of textiles, paper and card. This activities in the project allow children to handle and experience a variety of textiles and relate them to their everyday uses. With children making textile sample cards to hang on the tree so that it becomes a learning resource for the whole class.

<b>Home learning opportunities</b>	Your child could design and make a glove puppet, finger puppet, simple bag, clothes for teddy, soft toy or fabric placemat.
<b>Parents can help their children by</b>	Joining Fabrics: Show your child different techniques for joining fabrics and attaching other materials e.g. glue, stapler, sticky tape and safety pin.
<b>Useful websites</b>	<a href="https://app.seesaw.me/#/activities/library?my_library&amp;promptId=prompt.8192ae51-7d21-4e0b-89d2-7c2ab7f340a5">https://app.seesaw.me/#/activities/library?my_library&amp;promptId=prompt.8192ae51-7d21-4e0b-89d2-7c2ab7f340a5</a>

## Geography in Year 1 - Autumn Term (1)

<b>Unit Title: Ourselves and where we are from</b>	
<b>Curriculum Content</b>	
<ul style="list-style-type: none"> <li>• Make observations about the features of our locality.</li> <li>• Ask questions about the different features seen on the way to school.</li> <li>• Make observations about where things are located.</li> <li>• Say what I like and dislike about where I live.</li> <li>• Follow a simple map.</li> <li>• Draw a simple map.</li> <li>• Explain what it is like where I live.</li> <li>• Use appropriate geographical language to describe our environment.</li> <li>• Find out about other places and compare it to where we live.</li> </ul>	

<b>Educational visits</b>	Local walks Visits to local parks, woods and attractions
---------------------------	---

## French in Years 1 & 2

<b>Unit Title: Introduction to French - Books &amp; Songs</b>	
<b>Curriculum Content</b>	
<p>Years 1 and 2 will be introduced to French through storybooks including 'La Chenille Qui Fait des Trous' (The Hungry Caterpillar) and Ours Blanc Dis Moi (Polar Bear, Polar Bear) which make links to their learning in other areas of the curriculum. They will also learn popular French songs.</p>	

## Music in Year 1 - Autumn Term (1 &2)

**Unit Title: World Music and Christmas Nativity**

### **Curriculum Content**

Performing:

- To play percussion instruments from around the world.
- To learn the songs to a Christmas Nativity

Composing:

- To create own music whilst exploring the instruments from around the world

Musical Understanding:

- To learn that we can sing the same song in different languages
- To know that our Christmas Nativity story comes from the Bible

Musical Appreciation:

- To listen from music making from different countries