

## Rosh Pinah Curriculum Overview Autumn Term 2018

**Year 1 Teachers: Mrs Sheldon, Mrs Ordman, Mrs Grabski, Mrs Levene, Mrs Kramer, Mrs Mitchell, Mrs Anderson, Mr Smith**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
MATHEMATICS	To recognise and write numbers to 100. To be able to order numbers.	<p><b>Mental addition and subtraction (MAS)</b> To find 1 more than any number up to 20. To begin to find 2 more than any number. To count back 1 and find 1 less than numbers up to 10 and then to 20.</p>	<p><b>Mental addition and subtraction (MAS)</b> <b>Problem solving, reasoning and algebra (PRA)</b> To find pairs that make 5 and match to number sentences. To find pairs that make 10 and match to number sentences and to find the missing number in a number sentence.</p>	<p><b>Mental multiplication and division (MMD)</b> <b>Number and Place Value (NPV)</b> To double numbers 1 to 5 and then to 10. To understand place value in teen numbers.</p>	<p><b>Geometry: properties of shapes (GPS)</b> To recognise, name and describe squares, rectangles, circles and triangles.</p>	<p><b>Statistics (STA)</b> To sort objects on to a Venn diagram. To sort objects on to a Carroll diagram.</p>	<p><b>Geometry : position and direction (GPD)</b> To describe position, direction and movement including half turns, using common words.  Assessment</p>	<p><b>Mental addition and subtraction (MAS)</b> To count on 1, 2, 3 more than numbers up to and just beyond 20 To count back 1, 2, 3 from numbers up to and just beyond 20</p>		<p><b>Strand Measurement (MEA)</b> To recognise coins and know value of 1p, 2p, 5p, 10p, 20p, 50p, £1, £2. To combine amounts to make particular values; match different combinations of coins to make equal amounts of money.</p>	<p><b>Strand Mental addition and subtraction (MAS)</b> To find number bonds to 10 and subsidise to 10. To use number facts to 10 to solve problems including word problems</p>	<p><b>Strand Measurement (MEA)</b> To compare lengths or heights using direct comparison To compare and measure lengths or heights using non-standard uniform units. To choose and use appropriate standard units to measure lengths and heights in any direction.</p>	<p><b>Mental multiplication and division (MMD)</b> To double numbers to 5 and find related halves. To double numbers to 10 and find related halves; To double numbers to 20, including partitioning teen numbers, and find related halves. To find 1/2 of odd numbers.</p>	<p><b>Strand Number and place value (NPV);</b> <b>Mental addition and subtraction (MAS)</b> To count on and back in ones to 100 To say the number 1 more. To say the number 1 less. To recognise, read and write numbers to 100.</p>	<p><b>Strand Number and place value (NPV)</b> To understand 0 as the empty set. To estimate a set of objects and count in 5s or 10s to check. To estimate a quantity and order sets according to size. To understand and use ordinal numbers to tenth.</p>	Assessment.

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<b>ENGLISH</b>	<p><b>Introduction and Assessment</b></p> <p>To write a recount using the past tense To begin to explore the features of a sentence and form simple sentences.</p> <p><b>Traditional tales-</b> <b>The Enormous Crocodile.</b> <b>The Gingerbread Man</b> <b>Hansel and Gretel</b></p> <p>To discuss the sequence of events and recounted them using time connectives. To be able to understand a sentence structure using capital letters, finger spaces and full stops. To describe a character and setting. Descriptive writing of characters and settings.</p> <p><b>Poetry</b> To read and write poetry based on fruit using the senses</p> <p><b>Dictionary work</b></p> <p>To be able to use a dictionary and understand alphabetical order</p> <p><b>Possible writing outcomes</b> Narrative writing Recount of a story Poetry writing</p>		<p><b>The Dark by Lemony Snicket</b></p> <ul style="list-style-type: none"> <li>- To make predictions about a text</li> <li>- To describe a character using adjectives</li> <li>- To be able to use similes to describe the dark</li> <li>- To write a non-fiction fact file</li> <li>- To write instruction</li> <li>- To write a diary</li> <li>- To retell a story</li> <li>- To write an alternative ending</li> <li>- To write a book review</li> </ul> <p><b>Possible writing outcomes</b> Information text and instructional texts Narrative writing Diary writing Recount of a story</p>
<b>SCIENCE</b>	<p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>- My body – Identify, name, draw and label the basic parts of the human body.</li> <li>- To be able to name the 5 senses.</li> <li>- To explore objects with our senses.</li> <li>- To understand what Braille is.</li> <li>- To explore the classroom wearing a blindfold.</li> <li>- To be able to recognise different things using our sense of smell?</li> <li>- To use sign language.</li> <li>- To be able to look after ourselves - Sleep, healthy eating, keeping clean, exercise.</li> </ul>		<p><b>Light and Dark</b></p> <ul style="list-style-type: none"> <li>- To understand the sources of light/dark - going on a light source hunt.</li> <li>- To know the difference between transparent and opaque - Investigate different objects.</li> <li>- To investigate how light travels through different materials.</li> <li>- To understand what reflectors are - How do they help to keep us safe?</li> <li>- To carry out shadow investigation - making and exploring shadow puppets.</li> <li>- To understand nocturnal/diurnal animals.</li> <li>- To understand about festivals of light.</li> </ul>

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<b>HISTORY</b>											<p><b>Toys Today</b></p> <ul style="list-style-type: none"> <li>- To learn about changes in toys within living memory by exploring toys from today.</li> <li>- To analyse family favourite toys throughout history.</li> <li>- To ask and answer questions to find out about toys from the past.</li> <li>- To compare Early 20th Century Toys from different periods.</li> <li>- To research Victorian Toys</li> <li>- To identify changes in living memory by understanding how toys have changed over time.</li> </ul> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys.</p>
<b>GEOGRAPHY</b>	<p><b>Where I live.</b></p> <ul style="list-style-type: none"> <li>- To know the difference between a town and the country</li> <li>- To understand the advantages and disadvantages of living in a town and countryside</li> <li>- To research different types of homes (detached, semi, flats etc)</li> <li>- To be able to write my address.</li> <li>- To read a map of my local area and follow my journey to school.</li> </ul>										
<b>ART</b>	<p><b>Portraits</b></p> <ul style="list-style-type: none"> <li>- To introduce self- portraits.</li> <li>- To understand colour mixing and shades.</li> <li>- To use colour mixing skills to colour self-portrait accurately.</li> </ul> <p>To complete a portrait of a friend using colour, texture and shape.</p>										

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<b>DT</b>									<p><b>Moving pictures.</b></p> <ul style="list-style-type: none"> <li>- To identify simple levers and sliders in moving books/products and explain how they work</li> <li>- To make drawings of simple products to show how they work To use appropriate vocabulary to describe mechanisms</li> <li>- To try out their ideas using construction kits to make simple levers</li> <li>- To assemble strips of card to make simple sliders and lever mechanisms</li> <li>- To use tools safely</li> <li>- To develop their design ideas through talking and modelling</li> <li>- To choose and use a given technique to make a simple slider or lever mechanism and incorporate it into a moving picture</li> <li>- To evaluate strengths and weaknesses of their product</li> </ul>							
	<p><b>Using Laptops</b></p> <ul style="list-style-type: none"> <li>- To understand how to turn on and open Word document.</li> <li>- To open and save in a word document.</li> <li>- To develop basic keyboard skills such as space bar and return.</li> <li>- To retrieve a word document and continuing working and then re save.</li> <li>- To understand how to open, edit and print a word document.</li> </ul>								<p><b>We are celebrating</b></p> <ul style="list-style-type: none"> <li>- To research different types of greeting cards.</li> <li>- To develop basic keyboard skills through typing and formatting text.</li> <li>- To work with text.</li> <li>- To develop basic keyboard skills through typing and formatting text.</li> <li>- To create images.</li> <li>- To use the web to find and select images.</li> <li>- To develop skills in storing and retrieving files.</li> <li>- To combine text and images.</li> </ul>							
<b>COMPUTING</b>																
	Small ball skills								Large Ball skills							
<b>PE</b>																
<b>MUSIC</b>																
	Exploring sounds with our voice and body	Exploring sounds with our voice and body	Exploring Sounds / Learning to make sounds using our voice and body	Exploring Sounds / Learning about percussion instruments	Exploring Sounds / Learning about percussion instruments	Exploring Sounds / Consolidating using voice/body and percussion instruments	Exploring Sounds / Consolidating using voice/body and percussion instruments	Beat / rhythm Movement Singing and clapping games	Beat / rhythm Movement Singing and clapping games	Beat / rhythm Learning to play on pitched percussion instruments	Beat / rhythm Learning to play on pitched percussion instruments	Beat / rhythm Learning to play on pitched percussion instruments	Beat / rhythm Learning to play on pitched percussion instruments	Beat / rhythm Learning to play on pitched percussion instruments		

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<b>SRE/ PSHE</b>	<p><b>Class Rules, expectations.</b>  <b>New beginnings</b> – circle time.  <b>Being kind to each other</b> – circle time. Rainbow Fish  <b>How do we look after ourselves?</b> Link to science.                  Sleep, healthy eating, keeping clean, exercise.</p>								<p><b>Together Everyone achieves More</b>                  To learn that they belong to different groups and communities.  <b>Listening</b>                  To learn to listen to others people and play and work co-operatively.  <b>Being kind</b>                  To learn to recognise what is fair/not fair, kind/not kind, right and wrong.  <b>Bullying and Teasing</b>                  To recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</p>							
	<b>JS</b>	<p>Chagim: To know we blow the shofar in Elul as a wake-up call. To know why we blow the shofar. To know the simanim for Rosh Hashanah and their related brachot. To understand the concepts of tefillah, teshuva and tzedakah. To make Shana Tova cards.</p>	<p>Chagim: To know and understand the story of Yonah. To know Yom Kippur is a time to say sorry. To understand what tashlich is and why we do it. To complete a Yonah craft.</p>	<p>Chagim: To learn to dos and don'ts related to Yom Kippur. To learn about and experience the Arba Minim. To know what a succah is and the related brachot.</p>	<p>Chagim: To visit the succah and shake the arba minim. To understand what geshem is and why we pray for it. To make a flag for Simchat Torah.</p>	<p>Hebrew reading: To complete a baseline Hebrew reading assessment.</p> <p>Topic: Shabbat – to learn about the Shabbat candles.</p> <p>Parasha Bereshit – Saying thank you</p>	<p>Hebrew Reading: Review Hebrew letters learnt last year.</p> <p>Topic: Shabbat – to learn about the Shabbat table. What we need and why.</p> <p>Parasha Noach - kindness</p>	<p>Hebrew Reading: The idea of havarot and to split basic words up (1 and 2 syllable only)</p> <p>Topic: Shabbat – to understand what we need to make havdallah and why we say it To make a kiddush cup.</p> <p>Parasha Lech Lecha – following good examples.</p>	<p>Hebrew Reading: To continue splitting words into havarot using two and three syllable words.</p> <p>Topic: Shabbat – To design and make a challah cover. To make besamim for havdallah.</p> <p>Parasha Vayera – Caring about others.</p>		<p>Hebrew Reading: To review the vowels kamatz, patach, tzeyreh and segol. To practise reading bensching.</p> <p>Topic: Tefillah – A look at bensching. What it means and learn the next paragraph.</p> <p>Parasha Toldot – knowing we are all good at something.</p>	<p>Hebrew Reading: To review the vowels chirik and cholam chaser. To practise reading the Shema ( first and third paragraph)</p> <p>Topic: Tefillah – A look at the Shema. To understand part of its meaning.</p> <p>Parasha Veyetze – saying thank you.</p>	<p>Chagim: To make clay chanukiot. To know and understand the story of Chanukah. To know the main Chanukah customs.</p> <p>Parasha vayishlach – Doing everything possible to make peace.</p>	<p>Chagim: Learning how to light the Chanukiah. Painting our chanukiot. Making 3D chanukiot. Learning about the Chanukah miracles and the main brachot.</p> <p>Parasha Vayeshev – Doing what is right.</p>	<p>Chagim: Celebrating Chanukah. Playing dreidle games. Baking Chanukah treats.</p> <p>Parasha Miketz – Caring about each other.</p>	<p>Hebrew Reading: Assessment week.</p> <p>Topic: Tefillah – To learn the meaning and new tunes for Adon Olam</p> <p>Parasha Vayigash – Keeping promises.</p>
<b>IVRIT</b>		<p>Bentzi will greet the children with a Shana Tova card</p>	<p>Bentzi will act silly and introduce the word 'Slicha'</p>	<p>Bentzi will built a succah with the children</p>	<p>Bentzi will visit the succah with the children</p>	<p>Bentzi will revise 'Boker Tov, Ani and Avi Chashav'</p>	<p>Bentzi will introduce 'Ata' and 'At' to the children</p>	<p>Will play 'Ata/At game'</p>	<p>Will built a sentence using this vocabulary</p>			<p>Introducing 'Naim Meod' to the children</p>	<p>Children will play musical statues and shake hands</p>	<p>Chanukah fun game and songs</p>	<p>Chanukah – Bentzi will teach the symbols in Ivrit</p>	<p>Chanukah rehearsal</p>

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