

CURRICULUM MAP YEAR I MICHAELMAS



OLIVER HOUSE
SCHOOL

Maths

- To be able to count numbers to 10 accurately – forwards and backwards.
- To be able to count similar objects up to 10 with accuracy and fluency.
- To be able to write all numbers to 10 in numerals and in words; to count only objects of the same name in a group.
- To be able to understand what zero represents and use it when counting.
- To compare objects using matching and counting; to use the terms 'greater than' and 'less than' as key terms.
- To be able to order numbers to 10 and know which number is greater or is lesser in value.
- To compare numbers using the terms '1 more' and '1 less'
- To understand that a number is made up of other numbers; to find as many ways as possible to construct a number.
- To use number bonds for storytelling.
- To be able to add two different numbers within 10. Pupils will become familiar with the different vocabulary associated with addition.
- To add by counting on.
- To complete number sentences and gain an understanding of inverse operations.
- To be able to make addition stories using correct vocabulary.
- To be able to solve addition problems through pictures.
- To understand that subtraction can be done by crossing out or taking away.
- To be able to subtract using number bonds.
- To be able to solve a subtraction equation by counting back, using a number line as support.
- To be able to make subtraction sentences.
- To be able to solve picture problems involving subtraction.
- To solve problems in the context of addition and subtraction and to find the corresponding number families.
- To learn the appropriate positional language (ordinal numbers) for up to 10 positions.
- To be able to name the positions in a queue.
- To be able to name positions including left and right.
- To count numbers up to 20. The key strategy is to begin by making 10.
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- To use the terms 'greater than' or 'less than' to compare numbers within 20.
- To be able to arrange numbers up to 20 in ascending and descending order.
- To look for patterns with numbers up to 20, focusing on one more and one less than a number.

How to help...

- Practise counting backwards and forwards to 10, 20, 30, etc
- Practise the number bond rhyme
- Ask what is one more and one less
- Play board games using dice and counting
- Set practical number puzzles (setting the table, shopping, etc) using the terms greater than and less than
- Practise writing the numbers the correct way round
- Use the number words to match to number of objects.
- Ask quickfire questions about how many ways to make up a number – eg. $4+3$, $2+5$
- Use number bonds to take away – eg $7-3=4$, $7-2=5$
- Look at coins and play shops.

Spanish

- Year 1 children are revising how to greet and introduce themselves in Spanish; name, age, address. They will continue practising the use of 'la, el, los, las (the)' with nouns and become familiar with the concept of gender and number. They are going to revise and learn 11 colours: red (rojo), blue (azul), Amarillo (yellow), verde (green), naranja (orange), morado (purple), marrón (brown), negro (black), blanco (white), gris (grey), rosa (pink) and they will use them in sentences.

How to help...

- Ask your children to greet you in Spanish and describe things at home using colours and simple sentences. For example, 'es rojo', 'es azul', etc.

Art and Design

- In the first part of the term, children will look at the different colours that are all around them. They will then study how these colours are used in art. They will find out about primary colours and how to mix them to create secondary colours, as well as look at the artwork of artists who use colours in interesting ways.
- In the second half of the term children will look at Self Portrait. Children will investigate portraits by a variety of artists. They also learn about how to use a range of drawing media and explore how colour can be used to convey moods and emotions. Finally, they will be able to create a portrait sculpture.

How to help...

- Give the children opportunities to use different art materials
- Ask the children about their finished pieces, how could they be improved
- Talk about contrasting and complimentary colours
- Do some observational drawing in the garden, park, zoo, etc
- Visit the Horniman Museum "Colour – The Rainbow Revealed Exhibition" Showing until October 28th

History and Geography - Around our school/Transport through the ages

- To develop knowledge of the local area.
- To use observational skills to study the immediate surroundings.
- To understand the sense of place in relation to home and school.
- To devise a simple map and use symbols
- To understand my route to school
- To develop vocabulary and follow directions
- To know the points of the compass
- To talk about the children's own history through holidays
- To talk about changes within living memory
- To study the history of transport and its chronology using timelines
- Make comparisons between old and new methods of transport
- Learn about significant individuals who have developed means of transport – George Stephenson and the Wright brothers

How to help...

- Look at a world map and talk about the places and continents the children have visited
- Talk about the different landscapes involved and describe them
- Talk about the human features of your holiday destination – city, town, village
- Talk about your journey to the holiday destination. Both form of transport and length
- Make a project about your child's own past and widen it out to include the family history
- Talk about the changes that have taken place within your house over the last 2 years
- Talk about the different means of transport
- To choose a means of transport and make a project about it.
- Visit the Science Museum

English - Spoken Language

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their understanding and knowledge
- Listen, consider and evaluate different viewpoints
- Give descriptions, explanations and narratives for different purposes
- Maintain attention in collaborative conversations
- Speak audibly and fluently with an increasing command of spoken English
- Participate in discussions, presentations and role play
- Gain and maintain interest of the listener.

How to help...

- Initiate conversations on topics of interest, encourage children to stick to the subject
- Go over the day sequencing events, encourage the correct use of the past tense
- Ask each family member to say what they think about an event, picture, game etc.
- Take turns in speaking on a subject for 1 minute
- Make up different stories, change the endings

English - Reading

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Be encouraged to link what they read or hear read to their own experiences
- Learn to appreciate rhymes and poems, and to recite some by heart
- Discuss the significance of the title and events
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

How to help...

- Read every day with your child
- Read stories beyond the level they can read independently
- Discuss what happens in the story and suggest a different outcome
- Talk about what they have enjoyed in the book: characters, setting, illustrations, repeated phrases, rhyme, etc.

English - Writing

- Say out loud what they are going to write about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher
- Leave spaces between word
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

How to help...

- Encourage the children to say out loud their spelling sentences
- Ask them to read their sentences to you when completed
- Talk about the sentences and suggest how they could be to improved eg. add an adjective
- Remind the children about full stops and capital letters where appropriate
- Ask them to draw a picture and write a sentence about it
- Model good written sentences

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RE

- Be aware of the beauty of God's world
- Hear about the story of Creation from Genesis
- Know that God is Our Father
- Know that God made us because He loves us but the first people, Adam and Eve, made some wrong choices
- Be aware that we have a responsibility to look after God's world
- Thank God for His gifts
- Hear an appropriate part of the story of Noah and the Flood
- Know that God sent the Angel Gabriel to ask Mary to be the mother of His son
- Hear about the visit to her cousin, Elizabeth
- Prepare to celebrate the birth of Jesus
- Know the story of the birth of Jesus
- Know that Mary is our mother too.

How to help...

- Draw attention to the beauty of God's world and all his gifts.
- Encourage the children to thank God for everything
- Emphasize the idea of the 'right and wrong choice', where appropriate draw attention to the different choices the children have made. Ask them if their choice made them happy.
- Encourage the children to take care of the things they have, not to waste food etc.
- Help the children make a good spiritual preparation for the birth of Jesus by doing things for him before his birthday
- Encourage the habit of talking to Mary and asking her to look after us

Character Education

- To know what order is and why it is important
- To respect adults and other children

How to help...

- Remind children to keep their bedroom tidy and to help out with keeping their home clean
- Get children into the habit of doing jobs straight away, the first time they are asked
- Remind children to use their manners and greet people using their names.
- Give children responsibility for packing their bags and looking after their own possessions even though it could be quicker to do it yourself.

Science

- Ask simple questions and recognising that they can be answered in different ways
- Observe closely, using simple equipment
- Identify and classify
- Perform a simple test
- Use their observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- 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.

How to help...

- Revise the parts of the body
- Talk about the different senses and how they help us make sense of the world
- Put objects into different groups according to type, colour, material, use, etc.
- Go into the park or garden and look closely at tree bark, leaves, grass, minibeasts etc. using a magnifier. Describe what can be seen
- Compare different creatures to see what is the same and what is different
- Talk about the different materials and their properties found in the home and why each object is made from that particular material to suit its purpose

Computing

Developing basic computer skills:

- Switch on and shut down
- Log on independently
- Develop keyboard and mouse skills
- How to minimise and restore programmes
- Experiment using Word, learning new features of the programmes
- Save and retrieve documents on the pupil drive
- Practise moving, resizing and editing shapes and pictures

How to help...

- Encourage the children to complete the Abacus games and Athletics where possible
- Search for information on subjects of interest together
- Re-enforce the rules for staying safe when using the internet
- Encourage your child not to click if they do not know where the click will lead

Music

- To develop a good singing voice
- To sing collectively at the same pitch
- To listen attentively to recorded sound/ music
- To develop an awareness of pitch
- To be able to change dynamic levels when singing
- To develop a song repertoire
- To play percussion instruments correctly

How to help...

- Encourage children to sing a range of songs
- Listen with your child to different types of music
- Make up short rhyming jingles
- Change the words of songs and rhymes to make them funny

PE

- Children will... continue to develop co-ordination, control, manipulation and movement skills. Activities will focus on spatial awareness, sending and receiving, response and leadership and the importance of teamwork and communication. Their increasing confidence in physical education should enable them to feel the positive benefits of being healthy and active.

How to help...

- Encourage children to join after school clubs in, or outside of school. Playing games with your child is also a great way to further develop skills and deepen understanding.

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