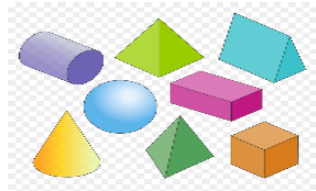


Year 1 Curriculum MTP – Autumn Term 1.2



This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 
Caring for our Rights	Non-fiction/Poetry Performance	Addition/Subtraction/2D/3D Shapes
It is hugely important for us that our children have a clear understanding of their human rights and are confident in understanding that these rights apply equally to everyone. However, most importantly our children will learn that they have the right to feel safe, be protected from harm and be happy and confident individuals. Our children will have the opportunity to work collectively with the whole school community to help embed the ethos and culture of Islamically held Children's rights and to ensure that they are being met through whole school agreed initiatives. This is vital to help our pupils improve their understanding of equality, dignity, respect and non-discrimination. This will help our pupils to promote a calm and caring environment with embedded agreed respectful communication and language implemented throughout the school community. It is important for us that children are given the opportunity to learn about the wider world and understand their responsibilities so that they can develop into, 'respectful, aspirational and responsible, well rounded young individuals.	❖ Recite a rhyme with a predictable repeating pattern ❖ Invent actions when reciting a poem ❖ Work in a group to allocate parts and prepare a group recital of a poem ❖ Listen to, learn and appreciate the meaning of a poem ❖ Respond to punctuation: full stops, question marks, exclamation marks ❖ Write invitations for an in-school poetry event ❖ Discuss and choose poems for recital ❖ Perform poems to an audience ❖ Identify/recall main events and make links to own experiences ❖ Use prediction and check predictions to motivate reading and discussion ❖ Visualise and recall main events ❖ Use what they have learned to compose two factual sentences about an animal e.g. for a display ❖ Ask and answer questions about events and ideas in the text ❖ Sequence events to form a recount ❖ Orally rehearse of recount structure and sentences ❖ Orally rehearse of recount for a personal 'nature diary' (e.g. a walk in the school grounds) ❖ Write a recount of their walk for their nature diary following model/framework	❖ Understand parts and wholes ❖ Write number sentences ❖ Find fact families - addition facts ❖ Find number bonds within 10 ❖ Add together ❖ Add more ❖ Find a part ❖ Find a part ❖ Take away/cross out (How many left?) ❖ Take away (How many left?) ❖ Subtract on a number line ❖ Recognise and name 3-D shapes ❖ Sort 3-D shapes ❖ Recognise and name 2-D shapes ❖ Sort 2-D shapes ❖ Patterns with 2-D and 3-D shapes 

Arabic 	Art/DT 	Computing 
Numbers to 20 ❖ Recognise numbers up to 5 ❖ Recognise numbers up to 10 ❖ Recognise numbers up to 15 ❖ Recognise numbers up to 20 ❖ Write the numbers in Arabic numeric form ❖ Count certain items in classroom ❖ Create crafts related to numbers 	Eat more Fruit and Vegetables ❖ Find out the favourite fruits and vegetables in the class and present the data in a pictogram ❖ Examine, taste and describe a variety of fruits and vegetables ❖ Find out how to handle and prepare a variety of fruits and vegetables ❖ Design a recipe to include fruit and/or vegetables ❖ Make and evaluate a food product based on a design 	Digital painting ❖ create shapes and choose colours to make a digital painting. ❖ change the style of my digital tools to work in different ways in a painting program. ❖ compare painting on a computer and painting on paper and explain which I prefer to use. 
 Geography/History 	Islamic Studies 	PE 
Where do I live? ❖ Name the seven continents of the world and locate the UK on a world map ❖ Identify the countries and capital cities of the UK ❖ Identify features and characteristics of the countries of the UK ❖ Explore the town we live in ❖ Describe where you live 	Akhlaaq/Aqa'id/Fiqh/Islamic History ❖ Salaam: ❖ How do we make salaam? ❖ When do we make Salam? ❖ When do we not make Salam? ❖ Who are we? ❖ Staying Clean: ❖ Keeping our body clean ❖ Keeping our clothes clean ❖ Keeping the area around us clean	Gymnastics ❖ Remember and repeat actions and shapes ❖ Make my body tense, relaxed, stretched and curled ❖ Show an awareness of space when travelling ❖ Link simple actions together ❖ Use apparatus safely ❖ Recognise changes in my body when I exercise

Relationship Education/PSHE 	Religious Studies (RS) 	Science 
Think positive	How do Christians celebrate Christmas?	Identifying Animals
❖ Identify and discuss feelings and emotions, using simple terms ❖ Describe things that make them feel happy and unhappy ❖ Understand that they have a choice about how to react to things that happen ❖ Talk about personal achievements and goals. ❖ Describe difficult feelings and what might cause these feelings ❖ Discuss things for which they are thankful. ❖ Focus on an activity, remaining calm and still	❖ Retell Christian stories and explain what is important to a Christian person in the story and why ❖ Choose a present for a special baby and say why I have chosen it ❖ Explain the significance of Christmas to Christians	❖ Identify and name a variety of common animals ❖ Identify and name a variety of common UK mammals ❖ Identify and compare a variety of common UK birds and reptiles ❖ Identify and compare a variety of common UK fish and amphibians ❖ Identify and sort carnivores, herbivores and omnivores ❖ Take care of animals ❖ Collect data about animals and answer question