



‘Learning together, supporting each other’

YEAR GROUP: One (Oak Class)		TERM: Autumn 1		Key Text:	Little Red Riding Hood
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	Little Red Riding Hood (Traditional Tale)				
	Early Learning Goal-Comprehension Demonstrate an understanding of what they have read by retelling stories and narratives using their own words.	Reading - To understand what a prediction is. - To understand what a setting of a story is. - To know what a title is and be able to locate it from a text. - To know a story has a beginning middle and end. - To identify and read adjectives, verbs and adverbs within a text. Writing - To know what a sentence is. - To know that an adjective is a describing word. -To know that dialogue is used to show speech. -To know what alliteration is. -To know that a verb is a word that describes an action or state.	Reading - To be able to discuss and relate to own experiences. - To identify the characters, settings and events within Little Red Riding Hood. - To respond in role as a character and infer character feelings. - To re-tell a story orally. - To understand/know the features of a simple narrative text. - To be able to split two and three syllable words into the separate syllables to support blending for reading. Writing -To be able to hold a pencil using the tripod grip. -To use positive adjectives to describe Little Red Riding Hood. -To use dialogue in sentences.	Reading -To be able to make a prediction about a text using clues from the text and images. -To be able to identify the setting in <i>Little Red Riding Hood</i>. -To be able to identify the main characters within <i>Little Red Riding Hood</i>. -To infer how a character is feeling throughout the story. -To retell the story using role play, small-world activities and orally. Writing -To write our own effective sentences for our story, which include: -Capital letters and full stops. -Speech in a sentence.	Elm: Autumn 2- Little Red Riding Hood with a twist

	-To know that an adverb describes a verb. -To know how to recognise rhyming pairs. - To know when to use capital letters and full stops. - To know how to form letters correctly. Phonics - To know the ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure and er graphemes. - To know what a consonant cluster is and where they appear within words. - To be able to accurately read ccvc and cvcc words.	-To use the senses to describe a woodland setting. -To apply alliteration when describing a noun. -To use a verb and adverb to open a sentence. -To collect adverbs to show how a character moves. -To apply rhyming pairs in a sentence. -To write simple sentences that can be read by themselves and others. -To punctuate simple sentences with capital letters and full stops. Phonics - To read the ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure and er graphemes in both real and non-sense words. - To be able to accurately read ccvc and cvcc words.	-Adjectives to describe settings, characters or objects. -Adverbs in a sentence. -Dialogue in a sentence. -Alliteration for effect. -To plan and write a story with a beginning, middle and end. Phonics - To read phase 2 and 3 tricky words and common exception words on sight. - To be able to decode accurately words containing phase 2 and 3 graphemes. - To be able to read and spot phase 4 clusters within words. - To be able to accurately blend phase 2, 3 and 4 graphemes together when reading. -To be able to segment phase 2, 3 and 4 graphemes accurately when writing.	
Key Vocabulary	Little Red Riding Hood, forest, woodland, grapheme, cluster, blend, digraph, trigraph.		Deeper Learning	To be able to use who to extend our sentences.
Author’s Adventures – Autumn Poems / Hammer the Grammar				

	Early Learning Goal-Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Reading - To know what a poem is. - To know poems may rhyme. - To know what a senses poem is. - To know what our 5 senses are. Writing - To know what a sentence is. - To know what capital letters and full stops are. - To know what an exclamation mark is. . To use our phonic knowledge to decode words.		Reading - To listen to a range of poems at a level beyond at which they can read independently. - To recognise and join in with language patterns and repetition. - To use patterns and repetition to support oral retelling. - To recite rhymes and poems by heart. - To give opinions and support with reasons. - To read poetry using decoding skills. -To identify vocabulary used within a poem. Writing - To be able to hold a pencil using the tripod grip - To orally compose every sentence before writing. - To re-read every sentence to check it makes sense. - To be able to separate words in a sentence with finger spaces. - To write sentences that begin with capital letters		Reading - To understand what a poem is. - To be able to identify the key features of a senses poem about autumn. - To be able to discuss our own likes and dislikes. - To use our phonic knowledge to decode unfamiliar words. Writing - To be able to create their own poem based on a model, selecting key vocabulary and using our senses.		Autumn 2- Traditional rhyme
	Key Vocabulary	Autumn, sight, hearing, touch, taste, feel, smell, poem.		Deeper Learning	To be able to use words ending in ing and s within our poem.			
Maths	- Place Value (within 10) - Addition and Subtraction (within 10)		Select the files to the right for more detailed guidance.		Yr1 Aut1 Place Value Yr1 Aut1 Add and Subtract			
Science	How does the world around us change across the seasons?							

(Seasonal Changes)	-To be able to offer explanations for why things might happen. - To be able to describe their immediate environment using knowledge from observation, discussion and non-fiction texts. -To explore the natural world around them. -To be able to make observations of the world around them.	- To understand the vocabulary ‘season’ and to know that there are four in the year. - To understand that weather is different in different seasons. - To know when the weather becomes warmer during different seasons.	- To know that the seasons change and to be able to talk about what we observe. - To know that there may be variations of weather in other countries. - To understand that some months are colder and some are warmer.	- To observe and comment on changes in the seasons. - To name the seasons and suggest the type of weather in each season. - To talk about weather variations in different parts of the world. - To understand that days are shorter in winter.	- To ask simple scientific questions. - Living things and their habitats.
	Key Vocabulary	Spring, summer, autumn, winter, sun		Enrichment Opportunities	To go on a walk around the local area to spot seasonal changes.
Geography	How can maps help us learn about our local area: Hoghton?				
	People, culture and communities.EYFS	- To know Hoghton is located in the country of England. - To know England is in the continent of Europe. - To know a human feature has been built by people e.g. houses, shops. - To know a physical feature is anything that has been naturally grown or created by nature e.g. hills, oceans	- To use atlases, world maps and globes to locate Europe and England. - To locate Hoghton on a smaller scale map. - To identify human and physical features of Hoghton on a range of images and maps including aerial photographs. - To recognise landmarks in Hoghton using maps. - To use maps on a local walk to direct our route. - To find human and physical features whilst on a local walk.	- To use atlases, world maps and globes to locate our continent and our country. - To locate Hoghton on a map. - To know the difference between a physical and human feature. - To identify physical and human features in our local area. - To use maps to direct a route.	How is our local area different to... China? Lake District? Year 2

	Key Vocabulary	Country, continent, Europe, farm, house, shop, physical feature, human feature, village.		Enrichment Opportunities	Design their own map of the local area including human and physical features.		
Art (Sculpture)	- To explore different materials freely, to develop their ideas about how to use them and what to make (EYFS) - To join different materials and explore different textures (Reception)	- To know the basic safety of materials and tools. *No running with tools. *Tool to be returned once it is finished with, not left on table or on the ground. *Remember to walk slowly with scissors and hold the blade down. - To know how to roll materials using the palm of the hand. - To know how to knead materials using the palm and knuckles of hands. - To know how to join materials.		- To piece together different materials by joining and constructing. - To carry out basic safety when working with tools.		- To manipulate malleable materials by rolling, kneading for a purpose. - To understand the basic safety of materials and tools. - To experiment with constructing and joining with different materials.	- To manipulate malleable materials for purpose by rolling and kneading. (Year 2). - To be able to change the surface of a makeable material by adding texture. (Year 2)
	Key Vocabulary	Rolling, kneading, joining, safety		Enrichment Opportunities	-A sculpture for display.		
Computing (Basic Skills)	- To begin to explore technology safely. - To know how to operate simple computing equipment.	- A file is a place to store information on a computer. - There are many different types of computing technology including laptops, iPads, tablets and mobile phones. - Computers and other devices can be used to find out information. - A keyboard is used to type letters, word and numbers into a computer.		- Use a mouse or track pad to select items on a screen. - Find and press letters on a keyboard. - Type words to search for simple information.		- To open a file by following an adult’s instructions. - To find and type using letters on a keyboard. - To perform a simple search to find information.	- Basic skills (Yr2 Autumn 1)
	Key Vocabulary	File, device, laptop, iPad, tablet, mobile phone, computer, keyboard, mouse, track pad		Enrichment Opportunities	-Publish a piece of writing from English lessons and display in the library.		
PSHE	How do I stay safe when using a computer?						

(Online Safety)	- To know who looks after us and trusted adults that help keep us safe. - To ask for help when we see something unsafe or we are unsure.	-To know what a search engine is. -To know what online and offline mean and the difference between them. -To know what information is personal. -To know what strangers are. To know what emails are. -To know what the SMART rules are.	-To understand why we need search engines and what they do. -To understand how to use search engines safely. -To explain how to stay safe when using the internet. -To explain why personal information needs to be kept safe. -To understand how to keep personal information safe. -To know how to write and send an email. -To know how to respond to emails safely and appropriately.	- To choose the correct Safe Search filter when using a search engine. - To make links between the online and offline world. - To recall all of the SMART rules for Internet safety. - To recognise which personal information they should keep safe from strangers. - To help to construct an email.	- To search for information on websites and search engines. - To identify websites suitable for their age. - To know what to do if a website makes them uncomfortable. - To know what to do if they think someone is being unkind to them online
	Key Vocabulary	Online, offline, personal information, safe, unsafe, emails, rules, SMART, search engines		Deeper Learning	To construct an email using a computer or digital device. To apply their knowledge of online safety to help others make safe choices.

Physical Education	Fundamental Movement Skills: Lost and Found (Baseline Unit)				
	- Fundamental Movement Skills: Acorn	- A hop is a short jump on one foot. - An underarm throw is when a ball is thrown and the throwing hand stays below the elbow. - A skip is a little jump with one foot followed by a little jump with the other and this is repeated. - A run is a way of moving really fast and you take lots of steps one after the other. - An overarm throw is when the throwing hand starts behind the head and moves the ball forward.	- Throw a ball underarm. - Hop on one foot for a short period of time. - Throw a ball overarm. - Skip over a short distance. - Catch balls of a range of sizes. - Run over a short and long distance. - Jump from one two feet to two feet. - Kick a ball using an appropriate technique. - Roll a ball along the ground.	- Demonstrate the FMS of underarm throwing and hopping. - Demonstrate the FMS of overarm throw and skipping. - Demonstrate the FMS of catching and bouncing a ball. - Demonstrate the FMS of running and jumping. - Demonstrate the FMS of kicking and rolling a ball.	Fundamental Movement Skills (Year 2: Autumn 1)

	Key Vocabulary	Hop, underarm throw, skip, run, overarm throw, catch, bounce, kick, roll.	Enrichment Opportunities		
Religious Education (Christianity: God)	Why do Christians say that God is the ‘Father’?				
	Summer- EYFS - Explain that church is a special place to her because it is a place where she can be part of a Christian family and worship and talk (pray)to God.	- To know that a family is a special group of people who love and care for each other. - To know that love is defined as ‘Love is when you really care about someone or something.’ - To know that emotions are how people feel. - To know that a Christian is a person who follows Christianity. - To know that Christians believe in one God. - To know that a prayer is a way to talk to God. - To know that Christians use candles, rosary beads, Christianity cross and statues.	- To understand different families and discuss our own families. - To share how our families are different to our friends. - To discuss who we talk to when we are feeling sad/happy/worried etc.	- To discuss the importance of love within a family. - To reflect on their role within their own family. - To reflect on how they are cared for and supported by their family members. - To discuss who they can talk to when they are feeling sad/happy/worried etc. - To know that Christians refer to God as ‘Father’. - To know how and why Christians might talk to God. - To be able to recognise some symbolic meanings of rituals and items used in Christian Prayer.	Christianity (God)- Does how we treat the world matter?
	Key Vocabulary	Prayer, God, Christians, Christianity, love, family, religion	Enrichment Opportunities	To invite in a guest from our local church to discuss why they pray and why they want to talk to God.	