

Year 1: Autumn Term (First Half)

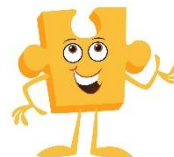
English

- Apply phonic knowledge and skills to decode words (Recap phase 5a)
- Blending and segmenting skills
- Build fluency through re-reading
- Using VIPERS reading skills in whole class/small groups
- Correctly form lower case letters and capital letters – know handwriting families
- Composing sentences orally before writing and discuss what they have written
- Leaving spaces between words
- Using capital letters and full stops to demarcate sentences
- Joining words and clauses using 'and'

PSHE / Jigsaw

"Being Me in My World"

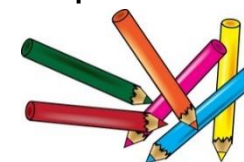
- Special and safe
- My class
- Rights and responsibilities
- Rewards and feeling proud
- Consequences



Art

Drawing and sketchbooks:

- To have control over line drawing
- To use careful looking to practice observational drawing - focus for 5 or 10 minutes
- To work small in sketchbooks, on large sheets of paper and on different surfaces
- To use line, shape and colour in my work
- To explore a range of drawing tools to make marks
- To draw simple 2D shapes with increasing accuracy
- To explore and produce different textures and patterns
- To draw from my imagination
- To colour neatly following the lines using pencils and crayons.
- To explain how some artists explore the world around them to help them find inspiration
- To talk about successes and improvements.



Maths

- Place value within 10
- Addition and subtraction within 10



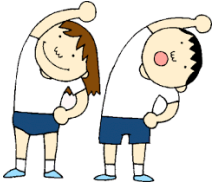
RE

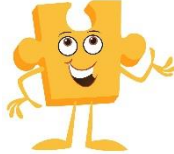
- The Church - What is a church? Why do Christians go to church? What happens in a church?

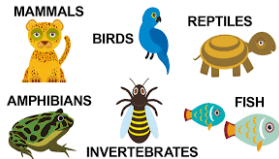
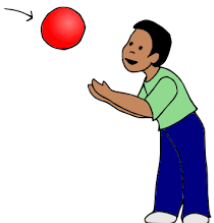


Design Technology

Ongoing development of skills through continuous provision

Science - To observe changes across the four seasons. - To observe and describe weather associated with the seasons and how day length varies. - To identify, name, label and draw the basic parts of the human body and say which part of the body is associated with each sense. 	Geography - To know what physical and human features are and can use basic geographical vocabulary to refer to them. - To use aerial photos and plan perspectives to recognise and point out basic human and physical features. - To devise a simple map with basic symbols in a key. - To talk about maps I have created. - To use fieldwork and observational skills to talk about things that I notice in the school grounds. - To use locational language, such as right/left, below/above, to describe positions and routes on a map. 	Music (Kapow – My Favourite Things) - To clap the rhythm of their name in time to the pulse. - To sway or tap in time to the pulse. - To sing a rhythm in time with the pulse. - To copy rhythms based on word patterns using an instrument. - To keep the pulse while playing a rhythm on an instrument. - To follow instructions during a performance. 
Computing (Technology around us) - To identify technology - To identify a computer and its main parts - To use a mouse in different ways - To use a keyboard to type - To use the keyboard to edit text - To create rules for using technology responsibly 	History	PE <u>Fundamentals</u> - To explore balance, stability and landing safely. - To explore how the body moves differently when running at different speeds. - To explore changing direction and dodging. - To explore jumping, hopping and skipping actions. - To explore co-ordination and combination jumps - To explore combination jumping and skipping in an individual rope  <u>Team building</u> - To co-operate with partner to complete challenges. - To explore and develop working as a team. - To develop talking, listening and sharing skills. - To use speaking and listening skills to lead a partner. - To plan with a partner and small group to complete challenges.

		To use talking, listening and sharing skills to complete challenges.
Year 1: Autumn Term (Second Half)		
English - Apply phonic knowledge and skills to decode words (Intro phase 5b) - Blending and segmenting skills - Build fluency through re-reading - Using VIPERS reading skills in whole class/small groups - Correctly form lower case letters and capital letters – know handwriting families - Composing sentences orally before writing and discuss what they have written - Leaving spaces between words - Using capital letters and full stops to demarcate sentences - Joining words and clauses using 'and'	PSHE / Jigsaw <u>"Celebrating Difference"</u> - The same as... - Different from... - What is 'bullying'? - What do I do about bullying? - Making new friends Anti-bullying week 	Art Ongoing development of skills through continuous provision
Maths - Addition and subtraction within 10 - Geometry – 2D and 3D shape - Place value within 20 	RE - Why does Christmas matter to Christians? - The Nativity story 	Design Technology - To select tools and equipment to cut, shape, join and finish. - To choose the right materials from a small range. - To assemble materials using appropriate resources like, glue, masking tape. 
Science - To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - To describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Geography	Music (Kapow – Snail and Mouse - Tempo) - To demonstrate slow and fast with their bodies and voices. - To demonstrate slow and fast beats while saying a rhyme and using an instrument. - To perform a song using a singing voice. - To perform with an instrument. - To observe others and move, speak, sing and play appropriately.

- To identify & name a variety of common animals that are carnivores, herbivores & omnivores. - To observe changes across the four seasons. 		- To sing in time from memory, with some accuracy. - To keep a steady pulse. - To move, speak, sing and play demonstrating slow and fast beats. 
Computing - To collect simple data - To identify that objects can be counted - To recognise that information can be presented in different ways - To recognise that information can be presented in different ways - To group objects to answer questions - To choose an attribute to group objects 	History <u>How have toys changed since the Victorian times?</u> - To identify ways that life has changed over time. - To identify different ways in which the past is represented. - To ask and answer questions related to history - To understand some ways we find out about the past - To develop an awareness of the past - To use words and phrases relating to the passing of time 	PE <u>Athletics</u> - To move at different speeds over varying distances - To develop balance - To develop agility and co-ordination - To explore hopping, jumping and leaping from distance - To develop throwing for distance - To develop throwing for accuracy <u>Sending and receiving</u> - To develop rolling and throwing a ball towards a target - To develop receiving a rolling ball and tracking skills - To be able to send and receive a ball with your feet - To develop throwing and catching skills over a short distance - To develop throwing and catching over a longer distance - To apply sending and receiving skills to small games  <u>Dance</u> - Nativity dance looking at performance elements. - To explore different parts of the body and different ways of moving them, and follow a given routine

