

Year 1: Autumn Term (First Half)

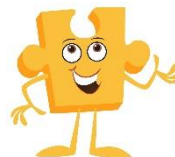
English

- 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"

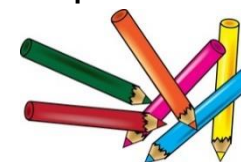
- Special and safe
- My class
- Rights and responsibilities
- Rewards and feeling proud
- Consequences



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







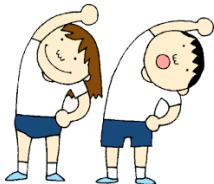
RE

- Who made the world?



Design Technology

Ongoing development of skills through continuous provision

<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Music (Kapow – My Favourite Things)</p> <ul style="list-style-type: none"> 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. 
<p style="text-align: center;">Computing (Moving a robot)</p> <ul style="list-style-type: none"> To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem 	<p style="text-align: center;">History</p>	<p style="text-align: center;">PE</p> <p><u>Fundamentals</u></p> <ul style="list-style-type: none"> 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  <p><u>Team building</u></p> <ul style="list-style-type: none"> 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)

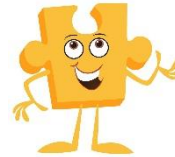
English

- 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

"Celebrating Difference"

- 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.



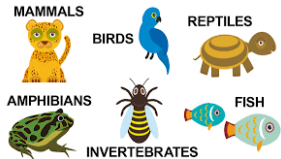


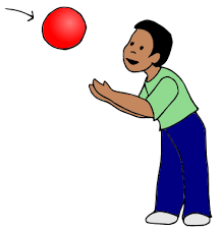
Science

- 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.

<ul style="list-style-type: none"> To identify & name a variety of common animals that are carnivores, herbivores & omnivores. To observe changes across the four seasons. 		<ul style="list-style-type: none"> 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. 
<p>Computing (Technology around us)</p> <ul style="list-style-type: none"> 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 	<p>History</p> <p><u>How have toys changed since the Victorian times?</u></p> <ul style="list-style-type: none"> 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 	<p>PE</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> 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 <p><u>Sending and receiving</u></p> <ul style="list-style-type: none"> 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  <p><u>Dance</u></p> <ul style="list-style-type: none"> Nativity dance looking at performance elements. To explore different parts of the body and different ways of moving them, and follow a given routine

