



Autumn Term 2020 – 2021

TOPIC: All About Me

2020 - 2021	1B	1P	1C
<p>Literacy/ Communication and Language (English)</p>	<p>Narrative: stories with repetitive and predictable language Non-fiction: signs, labels, lists and captions Poetry: rhymes and rhythmical poetry</p> <p>Key Skills: Anticipate and join in with repetitive phrases Recognise familiar signs and labels, including own name Join in with and recite familiar rhymes</p>	<p>Narrative: stories with repetitive and predictable language Non-fiction: signs, labels, lists and captions Poetry: rhymes and rhythmical poetry</p> <p>Key Skills: Retell and sequence events in stories Create simple signs and labels Develop awareness of rhyme and alliteration</p>	<p>Narrative: stories with repetitive and predictable language Non-fiction: signs, labels, lists and captions Poetry: rhymes and rhythmical poetry</p> <p>Key Skills: Create new stories by altering a repetitive/predictable phrase Write simple lists and captions Identify words that rhyme e.g. to fill in a missing word in poem or create a rhyming collection of words</p>
<p>Individual pupil’s reading and writing skills will be specifically targeted at a stage-appropriate level within lessons in accordance with the EYFS Early Years Outcomes/National Curriculum. To aid this, all pupils will also take part in differentiated phonics sessions four times a week and read with a member of staff in a small group or 1:1 each week. Furthermore, pupils will access speech and language activities as advised by Speech and Language Therapy.</p>			
<p>Mathematics</p>	<p>Number: Numbers (within 5) Comparing objects and quantities</p> <p>Key vocabulary: Numbers 1 to 5 One, lots, more, Same, different, share</p> <p>Key Skills: Recite numbers 1 to 5 in correct order Recognise numbers 1-5 Match and sort objects by colour and type Understand concept of ‘one’ and ‘lots’ Realise a quantity changes when objects are taken away Separate a group of objects in different ways, beginning to recognise that the amount doesn’t change</p>	<p>Number: Place value (within 10) <i>White Rose, Year 1 Autumn Block 1</i> <u>Cover for approx. 1 half term</u></p> <p>Key vocabulary: Numbers to 10 More than Less than / fewer Most, least</p> <p>Key Skills: Count to 10 forwards and backwards Identify the number 1 more or less than numbers to 10 Add one digit numbers to 10 Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 10 Identify and represent numbers using objects and pictorial</p>	<p>Number: Place value (within 20) <i>White Rose Year 1 Autumn Block 4</i> <u>Cover for approx. 1 half term</u></p> <p>Key vocabulary: Same as / equal to More than Less than / fewer Most, least</p> <p>Key Skills: Count to 20, forwards and backwards Count, read and write numbers to 20 Identify the number 1 more or less than numbers to 20 Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p>

	<p>Know when two groups have the same amount</p> <p>Create two equal groups (halving)</p> <p>Use and respond to the word 'more'</p> <p>Shape, Space and Measure:</p> <p>Shapes (2D)</p> <p>Size</p> <p>Key vocabulary:</p> <p>2D shape names</p> <p>Same, different</p> <p>Big, small</p> <p>Key Skills:</p> <p>Name and recognise simple 2D shapes</p> <p>Trace shapes</p> <p>Match and sort objects by shape and size</p> <p>Identify big and small objects</p> <p>Use vocabulary of big and small to describe objects</p> <p>Notice shapes that are the same in own environment</p>	<p>representations including the number line</p> <p>Use the language of: equal to, more than, less than (fewer), most, least</p> <p>Shape, Space and Measure:</p> <p>Shapes (2D and 3D inc. patterns)</p> <p><i>White Rose Year 1 Autumn Block 3</i></p> <p><u>Cover for approx. 1 half term</u></p> <p>Key vocabulary:</p> <p>2D and 3D shape names</p> <p>Pattern, next</p> <p>Same, different</p> <p>Key Skills:</p> <p>Copy shapes</p> <p>Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</p> <p>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p> <p>Create, describe and complete patterns containing shapes</p>	<p>Shape, Space and Measure:</p> <p>Shapes (properties)</p> <p><u>Cover for approx. 1 half term</u></p> <p>Key vocabulary:</p> <p>Sides, vertices, faces, edges</p> <p>Key Skills:</p> <p>Count the number of sides, vertices, faces and edges a shape has</p> <p>Talk about a shape's properties</p> <p>Draw shapes</p> <p>Solve problems involving properties of shapes e.g. find a shape based on its properties</p> <p>Identify differences and similarities between 2D and 3D shapes e.g. a cuboid is made of squares</p>
<p><i>Time, position and direction are not taught as discrete units. They are taught throughout the year on a continual basis with reference made to the key skills and vocabulary below.</i></p> <p>Key vocabulary:</p> <p><u>Time</u> – now, next, then, soon, later, days of the week, o'clock, numbers 1 to 12</p> <p><u>Position and direction</u> – up, down, in, out, under, behind, next to</p> <p>Key skills:</p> <p>Anticipate specific time-based events such as, mealtimes or home time</p> <p>Show an interest in time-related objects e.g. timers, clocks</p> <p>Explore and change the position of objects e.g. during construction/building</p> <p>Respond appropriately to simple instructions containing prepositions</p> <p>Use prepositions when talking</p>			
<p>Understanding the World (RE, Science, History, Geography, Computing)</p>	<p>People and Communities/RE:</p> <p><i>Equals Unit 1.1.1- Myself- Who am I? Why am I unique?</i></p> <p>Key vocabulary:</p> <p>Me, Mine, Special, Person, Happy, Sad</p> <p>Key Skills/pupils will learn:</p> <p>To develop a sense of being unique and that everyone is unique</p> <p>To understand that they have feelings, thoughts and experiences and how these are similar and different to other people</p>	<p>People and Communities/RE:</p> <p><i>Equals unit 1.1.1 Myself- Why am I unique?</i></p> <p>Key vocabulary:</p> <p>Worried, Scared, Angry, Likes and dislikes, Favourite, Family, Beliefs, Rules, Memory chest, Similar, Different, Important</p> <p>Key Skills/pupils will learn:</p> <p>To develop a sense of being unique and that everyone is unique</p> <p>To understand that they have feelings, thoughts and experiences and how these are</p>	<p>People and Communities/RE:</p> <p><i>Equals unit 1.2.1- Why do some people say thank you at Harvest?</i></p> <p>Key vocabulary:</p> <p>Special, Food, Water, Homes, Hungry, Thirsty, Happy, Sad, Thank you, Sharing, Harvest, Sukkoth, Shelter, Tent</p> <p>Key Skills/pupils will learn:</p> <p>About special times</p> <p>To consider the relationship between human beings and nature</p>

	<p>To develop a sense of belonging about special things</p> <p><i>Equals unit 1.1.2</i> Christmas-how is it celebrated</p> <p>Key words Christmas, Jesus, Santa Claus Presents, Traditions</p> <p>Key skills/pupils will learn: About special times How Christmas is celebrated The story of Jesus` birth and its importance to the celebration of Christmas About the meaning of different Christmas traditions and rituals Why the celebration of Christmas is special and how to communicate this through appropriate vocabulary</p> <p>The World/Science: Changing Seasons & The Human Body.</p> <p>Key vocabulary: Rain, snow, storm, thunder, lightning, cloudy, clothing, warm, cold, forecast, Autumn, Leaves, Trees, conkers, pumpkins Winter, cold, freezing, icy, frost, chilly, slippy, frozen</p> <p>Key Skills: Begin to notice outside and changes which happen daily (morning/night) Identify if it is light/dark Experience the weather using senses Show an awareness that weather change Show an awareness of environmental changes in the seasons</p> <p>The World/Topic/ History/Geography Key Vocabulary: me, you, I, friends, family (Mum, Dad etc.), school, home, body parts, senses Key Skills: Show interest in pictures and stories about myself,</p>	<p>similar and different to other people</p> <p>To develop a sense of belonging about special things</p> <p><i>Equals unit 1.1.2</i> Christmas-how is it celebrated</p> <p>Key words: Carols, Parties, Advent, Christingle, Angels, Gold</p> <p>Key skills/pupils will learn: About special times How Christmas is celebrated The story of Jesus` birth and its importance to the celebration of Christmas About the meaning of different Christmas traditions and rituals Why the celebration of Christmas is special and how to communicate this through appropriate vocabulary</p> <p>The World/Science: Changing Seasons (including plants) & The Human Body</p> <p>Key vocabulary: Rain, snow, storm, thunder, lightning, cloudy, clothing, warm, cold, forecast, Autumn, Leaves, Trees, flower, leaf, stem, root, body parts</p> <p>Key Skills: Show an awareness of appropriate clothing for weather Notice environmental changes in seasons Identify the differences between day / night Describe weather using appropriate terminology</p> <p>Help to take care of a plant Differentiate between flowers, leaf, stem and roots</p> <p>Identify, name, draw and label the basic parts of the human body</p>	<p>To think about ways of saying thank you for food and water</p> <p>That some people do not have enough food, water or shelter to live happily</p> <p>That Christians celebrate harvest to say thank you to God for food, water and shelter</p> <p><i>Equals unit 1.2.2</i> What does light mean Diwali,Advent, Hannuka</p> <p>Key vocabulary: Party, Celebration Celebrate, Birthday, Candles, Light, Candle, Good, Evil, Cards Diwali, Hanukkah, Advent Traditions, Rituals, Stories Teachings</p> <p>Key Skills/pupils will learn: About special times About the symbols of dark and light Why light is a symbol at Diwali Why light is a symbol at Advent Why light is a symbol at Hanukkah</p> <p>The World/Science: Changing Seasons & The Human Body</p> <p>Key vocabulary: Rain, snow, storm, thunder, lightning, cloudy, clothing, warm, cold, forecast, Autumn, Spring, Summer, Winter, Seasonal Changes Leaves, Trees, body parts, senses</p> <p>Key Skills: Describe and record weather using appropriate terminology Understand there are other weather in different places Observe changes across the four seasons Know how to look after self and dress appropriately for the weather</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of</p>
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	<p>my family and others Imitate events from home e.g. making food/drink Explore their own Body (sounds, movement etc.) Begin to use their senses correctly when asked Begin to name features of themselves</p> <p>Technology/Computing: Key vocabulary: Computer, tablet, camera, mouse, touch, photo Key Skills: Confidently explore technology Recognise different digital devices, e.g. computer, tablet, camera Access digital content using an appropriate access device, e.g. mouse or touchscreen - Understand that different devices are used for different purposes, e.g. camera to take photo</p>	<p>The World/Topic/History/Geography Key Vocabulary: Blackpool, street, houses (types of houses), park, road, map Key Skills: My local area Recognise familiar places in the local area. Make simple observations. Understand basic human geographical features (houses). Ask simple geographical questions.</p> <p>Technology/Computing: Key vocabulary: mouse, keyboard, screen, internet, app, program Key Skills: Choose appropriate technology from a limited selection to fulfil a familiar task, e.g. take a photo Identify a range of computer devices Name the basic parts of a computer or tablet, e.g. mouse, screen, keyboard Understand that you can access the same content on different devices</p>	<p>the body is associated with each sense Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>The World/Topic/History/Geography Key vocabulary: old, new, past, present, now, then, today, Yesterday, change, family Key Skills: Changes in my life Look at the past and present in relation to 'self' Ask why things happen and how they work Talk about self, friends and immediate family Use vocabulary of time Notice that humans, have offspring which grow into adults</p> <p>Technology/Computing: Key vocabulary: sequence, programming, stop, go, forward, backwards, repeat Key Skills: Control technology for a purpose Recognise the success or failure of an action Give simple instructions to control devices or a person Understand that we control computers by giving them instructions Try alternative approaches to achieve a goal</p>
<p>Expressive Arts and Design (Art and Design, Design and Technology, Music and Drama)</p>	<p>Art and Design, Design and Technology <i>Colour and Line</i> Key vocabulary: Names of colours, parts of the body, same, different, draw, picture, me, you, face, parts of the face Key Skills: Recognise the names of primary and secondary colours Mix colours and observe the changes. Choose a tool e.g. <i>brush, hand, computer painting tool, fingers</i></p>	<p>Art and Design, Design and Technology <i>Colour and Line</i> Key vocabulary: Light, dark, mixing, names of materials, touch, feel, shiny, smooth, rough, soft, hard, cold, scratchy, tickly, draw, picture, me, you, face, family, friends, parts of the body, choose Key Skills: Recognise and name the primary and secondary colours Mix thick paint (textured) Mix thin paint (watercolour)</p>	<p>Art and Design, Design and Technology <i>Colour and Line</i> Key vocabulary: Primary, secondary, mixing, outline, shape, texture, touch, feel, describe, artist, Picasso, Cubism, like, dislike, words related to feelings, sequence, play and stop, choose, favourite Key Skills: Know that primary colours can be mixed to make secondary colours and represent this through colour wheels</p>

	<p>Choose a colourful medium e.g. <i>paint, pencil, computer paint, fabric</i></p> <p>To make a range of lines with the same medium e.g. <i>hatching, cross-hatching, swirls, spirals</i> etc.</p> <p>Begin to develop representations of people and objects.</p> <p>Name people or objects in their artwork.</p> <p>Music and Drama: <i>Charanga – SEND Scheme. Units 1–6.</i></p> <p>Key vocabulary: Play and stop, drum, shaker, tambourine, shake, bang, tap, blow, clap, stomp, like, don't like, happy, sad, move, dance</p> <p>Key Skills: Enjoy joining in with singing and dancing games Join in singing/ signing a few familiar songs Recognise a change in a sound Explore how sounds can be changed Work coactively to explore the different sounds of instruments Create sounds independently by banging, shaking, tapping and blowing Play instruments with confidence Recognise and choose preferred songs and dance games Independently move to music</p>	<p>Use thick brush to create a variety of brush strokes. Use thin brush to create a variety of brush strokes.</p> <p>To make lines from a variety of materials eg. <i>pencil, charcoal, chalk, pastel, paint</i></p> <p>To compare results and choose most effective.</p> <p>Create representations of self, familiar people and objects using a range of media and materials.</p> <p>Key famous artists: Andy Warhol</p> <p>Music and Drama: <i>Charanga – SEND Scheme. Units 19-24.</i></p> <p>Key vocabulary: Names of instruments, my turn, your turn, listen, same, different, high, low</p> <p>Key Skills: Independently choose an instrument Play an instrument as a soloist and as part of ensemble Accept ensemble role; waiting, turn taking Respond to instrument flash cards and direct a group using flash cards Show an awareness of pulse Show understanding of step-wise motion when playing tuned percussion Improvise and respond to music through movement Improvise using step-wise motion when playing tuned percussion Begin to make-believe by pretending</p>	<p>Mix 'natural' colours e.g. <i>skin tones</i></p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes and lines.</p> <p>To link movement with lines e.g. <i>slow, fast, jerky</i></p> <p>Create representations of people and events to illustrate their understanding and/or ideas.</p> <p>Identify the key features and describe their feelings about their own and others artwork.</p> <p>Key famous artists: Picasso</p> <p>Music and Drama: <i>Charanga – New scheme 'Everyone!'</i></p> <p>Key vocabulary: Vocabulary associated within the interrelated dimensions of music: pitch, duration, dynamics, tempo, texture, structure</p> <p>Key Skills: Enjoy listening to different styles of music and talk simply about how it makes them feel Use their voice to speak/sing/chant Copy sounds using their voice and instruments Copy and clap short rhythmic patterns Make different sounds with their voice and instruments Identify and begin to describe changes in sounds Use different movements to represent what is happening in various rhymes and simple stories Take on a role and move in character</p>
<p>Personal, Social and Emotional Development (PSHE, Citizenship)</p>	<p>Making relationships:</p> <p>Key vocabulary: N/A</p> <p>Key Skills: Play alongside others Show interest in what others are doing</p>	<p>Core Theme 1: Health and Well-being</p> <p>Key vocabulary: Like, don't like Happy, sad, angry, scared Germs Names of body parts</p>	<p>Core Theme 1: Health and Well-being</p> <p>Key vocabulary: Goal, target Healthy and unhealthy Toothbrush, toothpaste Food types e.g. fruit, sweets</p>

	<p>Play co-operatively with a familiar adult</p> <p>Self-confidence and self-awareness: Key vocabulary: Name, me, I Yes, no Key Skills: Recognise self and know own name Engage in pretend play Choose own activity Express preferences and interests</p> <p>Managing Feelings and Behaviour- Key vocabulary: Yes, no Please, thank you Key Skills: Understand 'yes' and 'no' Respond to 'yes' and 'no' Follow class rules and routines with support Self-soothe or distract when upset Use manners when reminded</p>	<p>Private Stop, go, red, green Key Skills: Recognise what they like and dislike Learn about good and not so good feelings, a vocabulary to describe their feelings to others Develop simple strategies for managing feelings Understand how to maintain, a healthy lifestyle including the benefits of physical activity and rest Understand the importance of, and how to, maintain personal hygiene – washing hands Understand how some diseases are spread and can be controlled Develop simple skills to help prevent diseases spreading e.g. not putting things in mouth, blowing nose on a tissue Use the names for the main parts of the body Understand that there are bodily similarities and differences between boys and girls Understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy e.g. when using the toilet Follow rules for and understand ways of keeping physically safe including road safety and safety in the environment</p>	<p>Grow, baby, child, adult, young, old Safe, unsafe Key Skills: Recognise and celebrate their strengths Set simple but challenging goals Understand how to maintain, a healthy lifestyle including the benefits of healthy eating and dental health Understand the importance of, and how to, maintain personal hygiene – washing body Learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends) Identify people who look after them, their family networks, who to go to if they are worried Learn about the process of growing from young to old and how people's needs change Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring Understand that household products, including medicines, can be harmful if not used properly Follow rules for and understand ways of keeping physically and emotionally safe including water and fire safety</p>
<p>Physical Development (PE)</p>	<p>Dance Key vocabulary: Dance, fast, slow, wave, clap, freeze Key Skills: Join in with dancing and ring games Move to music Copy dance moves Move around the space safely Join a range of different movements together Change the speed of their actions</p>	<p>Dance Key vocabulary: Dance, fast, slow, up, down Key Skills: Copy and repeat dance actions/movements Vary the speed of actions Change direction of movement Create a short dance which demonstrates their own ideas</p> <p>Health and self-care skills are taught throughout the year in all PE lessons in relation to the following key skills: Dress and undress with help</p>	<p>Dance Key vocabulary: Fast, slow, up, down, left, right, high, low Key Skills: Copy, remember and repeat actions Change the speed, direction and level of their action Begin to improvise independently to create a simple dance</p> <p>Health and self-care skills are taught throughout the year in all PE lessons in relation to the following key skills:</p>

	<p>Health and self-care skills are taught throughout the year in all PE lessons in relation to the following key skills:</p> <p>Help with dressing and undressing</p> <p>Describe how my body feels after physical activity/exercise</p> <p>Follow rules to keep myself safe when using equipment</p> <p>Talk about what I did</p> <p>Talk about what others did</p>	<p>Describe how my body feels before, during and after physical activity/exercise</p> <p>Show understanding of the need for safety when tackling new challenges</p> <p>Consider and manage some risks</p> <p>Talk about what I and others did</p> <p>Suggest how I could improve what I did</p>	<p>Dress and undress independently</p> <p>Describe how my body feels before, during and after physical activity/exercise</p> <p>Show how to exercise safely, practising safety measure without direct supervision</p> <p>Describe how my body feels during different activities</p> <p>Say what my body needs to keep healthy</p> <p>Say what I like about someone else's performance</p> <p>Suggest ways in which others could improve</p>
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