

YEAR 1 - Autumn 1

Topic: Brilliant Bodies, Brilliant Brains

English	
National Curriculum Objectives	Non-negotiables
<ul style="list-style-type: none"> -Make predictions based on what has been read so far. - Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. -Recognise and join in with language patterns and repetition. -Recite simple rhymes, songs and poems. -Enjoy and recite rhymes and poems by heart. -Introduce and discuss key vocabulary, linking meanings of new words to those already known. - Split two and three syllables words into separate syllables to support blending for reading -Give opinions and support with reasons, turn taking. -Make personal choices and explain reasons for choices. -Listen to what others say. -Say and hold in memory whilst writing, simple sentences which make sense. -Separate words with spaces. -Orally plan and rehearse ideas. -Discuss their writing with adults and peers. -Read aloud their writing audibly to adults and peers. -Say and hold in memory whilst writing, simple sentences which make sense. - Children will be able to talk about their ideas and respond to questions. - Children will be able to make predictions. -Children will be able to orally explore new vocabulary. Children will be able to apply new vocabulary in writing <ul style="list-style-type: none"> - Children will be able to segment VC and CVC words using Phase 2 and Phase 3 graphemes. - Say and hold in memory, whilst writing simple sentences which make sense. - sense. - Orally compose every sentence before writing. Begin to recognise and know there needs to be spaces between words in a - simple sentence. - - Write simple sentences that can be read by themselves and others. ☑ Write simple sentences that can be read by themselves and others. - Use capital letter for the personal pronoun 'I.' 	<ul style="list-style-type: none"> -Finger spaces -Capital letters - Full stops - Use their phonics to help with their reading and spelling. -Know the tricky words- I, the, -Know where to start writing most letters. -Read it back to check. - Say the sentence out loud when writing.

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<ul style="list-style-type: none"> - Use punctuation to demarcate simple sentences (full stops). - Use the joining word 'and' to link words. - Use talk to organise, sequence and clarify thinking ideas, feelings and events. - Orally plan and rehearse ideas. - Discuss their writing with adults and peers. - Read aloud their writing audibly to adults and peers. - Say and hold in memory whilst writing, simple sentences which make sense 	
Maths	
National Curriculum Objectives	Non-negotiables
<ul style="list-style-type: none"> - 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 - Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number - Compare numbers using <, > and = signs <ul style="list-style-type: none"> • Read and write numbers from 1 to 20 in numerals and words - Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - Represent and use number bonds and related subtraction facts within 20 <ul style="list-style-type: none"> • Add and subtract 1-digit and 2-digit numbers to 20, including zero 	Number bonds to 10
Science – Brilliant Bodies	
National Curriculum Objectives	Non-negotiables
<ul style="list-style-type: none"> ▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ▪ identifying and classifying ▪ asking simple questions and recognising that they can be answered in different ways ▪ observe changes across the four seasons 	To name the body parts and say which body part is associated with each sense.
History- Changes	
National Curriculum Objectives	Non-negotiables
<ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should ask and answer questions • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	I can put 3 objects into chronological order. I can label a timeline using pictures, labels and captions. I can tell others about changes that have happened in my life since I was born. I can show some understanding of how people find out about the past. I can answer questions by using a specific source.

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Art: Faces	
National Curriculum Objectives	Non-negotiables
<ul style="list-style-type: none"> ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ to use drawing, painting to develop and share their ideas, experiences and imagination 	<p>Use a wide range of different lines e.g. thin, bold, wavy, feint</p> <p>Describe the techniques that they have used in their work.</p> <p>Know the name of the material used.</p>
PSHE - Relationships	
<ul style="list-style-type: none"> ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ Relationships Education: Respectful relationships 3. The conventions of courtesy and manners. ▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ▪ Relationships Education: Caring friendships 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ▪ Relationships Education: Caring friendships 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. ▪ Relationships Education: Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ▪ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ▪ Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the 	<p>I know the body parts girls, boys have that are the same, and which body parts are different.</p> <p>I know that I should say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>I know how to listen to others and wait my turn to speak.</p>

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benefits of hobbies and interests.	
<ul style="list-style-type: none"> Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	
Other subjects NOT integral to the overall termly topic – to be taught discretely	
Computing:	
National Curriculum Objectives	Non-negotiables
<ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>I know how to create an algorithm for a beebot. I know how to construct a simple story using a word processor.</p>
Music: Charanga	
National Curriculum Objectives	Non-negotiables
<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p>Pulse, pitch, rhythm To know what a crochet and a crochet rest looks like.</p>
PE: Ball Skills and gymnastics	
National Curriculum Objectives	Non-negotiables
<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 	<p>I begin to throw under arm and over-arm at a range of targets. I know my body position opposite leg to arm. Make my hands into a net to catch a big ball, looking.</p>
Activities/links to Scotforth School Curriculum Drivers	
<p>Independence (self-motivation, self-organisation, taking initiative, ambition): Independent activities- encourage self-organisation i.e. homework</p>	<p>Resilience (risk-taking, challenge, competitiveness, enterprise): To practise fundamental movement skills in PE. Cutting skills Intra-sport competitions where we can have winning and losing.</p>
<p>Local heritage (community links, church links, local history):</p>	<p>Wider society (awareness of other cultures, respect for others, social/economic awareness): Jewish festival of Sukkot</p>
Links with this term's Values-fairness	
Discussing the school and the classroom rules discussing how these need to be fair.	