

Book Spine Texts

Puffin Peter, Beegu, The Lion Inside

Writing purposes

Writing to entertain: Poetry (Autumn)

Writing to inform: Sentence work (The Leaf Thief, Alice Hemming)

Writing to entertain: Traditional tales (The Three Little Pigs)

Grammar

Capital letters, finger spaces, full stops

Materials –

Distinguish between an object and the material from which it is made.

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

Describe the simple physical properties of a variety of everyday materials.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasons - Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.

Number and Place Value: count, read and write numbers within 20, one more and one less, represent numbers using objects and pictures, count forwards and backwards in 10s up to 100, count forwards in 5s up to 50.

Addition and Subtraction: within 10, number bonds within 10, one step problems

Fractions: half of a shape/object, a quarter of a shape/quarter

Measurement: measure, record and compare lengths and heights, tell time to the hour, recognising coins, days of the week

Geometry: recognise and name 3D shapes, position and direction

English

Science

Mathematics

Music

Hey You!

Learn about voices, singing notes of different pitches (high and low).

Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.

Learn to start and stop singing when following a leader.

Art & DT

DT: Design and make a Christmas card, including a slider and lever mechanism.

Art: Create a collage, by selecting and using materials based on their properties. Create their own painted papers to provide the colours or textures they need; cut, tear, roll, scrunch, fold and coil; overlap and overlay and use stitches to add detail to the finished piece.

Geography

Name, locate and identify characteristics of the 4 countries of the UK. Match flags to each country and discuss Union Jack. Use world maps, atlases and globes to identify countries and continents studied. Use locational and directional language (e.g. far/near left/right) to describe the location of features and routes on a map of our school playground. Use aerial photographs to recognise basic human and physical features of our playground. Use simple fieldwork and observational skills to make a journey stick of Cotteridge Park and then create a simple map of the journey

History

Organise familiar events into chronological order using timelines. Use sources to explain how we learn about people in the past. Identify differences between past and present school experiences. Describe changes in schools over time.

Enquiry: Would you prefer to have been at our school now or in the past?

RE PSHE

RE: Cultivating inclusion, identity and belonging. Being thankful. Being Modest and Listening to Others. Expressing Joy.

PSHE: Being me in my world

Feeling special and safe
Being part of a class
Rights and responsibilities
Rewards and feeling proud
Consequences. Class Charter

Physical Education

Multi-skills: balance on lines with control and use equipment to balance on various parts of body, change direction quickly with some control, co-ordinate body whilst beginning to move with equipment, co-operate and compete within a team.

Fitness: balance on different parts of the body (static and moving), count and record exercises, co-ordinate body while beginning to move with control, understand what is happening to your body when exercising

Ball skills: Catch a ball safely, pass a ball from chest – 'W' shape when passing and receiving, participate in 3v3 small sided games

Yoga: Perform basic poses with some balance, begin to relax the body in rest pose, to try some of the challenge poses and make up a story with poses.

Computing

Coding - Simple Algorithms & Programs Part 1 and Creating Simple Programs Part 2

- explain what an algorithm is
- understand that instructions must be clear and in the correct order
- use logical reasoning to create a set of instructions (algorithm)
- debug a simple algorithm
- follow and reorder instructions to complete a specific task
- understand what a program is and how it is different to an algorithm
- use logical thinking to predict the behaviour of simple route-based programs
- write simple route-based programs to control a physical device from algorithms
- debug a simple route-based program

Online safety – Project Evolve

Health, Well-being and Lifestyle, Online Relationships and Online Reputation

Title: History of Our School



Achieving
Excellence
Inspiring
Dreams



Year 1 Autumn