

Year group: 1

Term: Autumn 1

Topic: Local Area



Literacy

Daily Reading / Story Session/ Daily Phonics Sessions

Reading sessions incorporate Year 1 word reading and comprehension skills with a strong focus on phonics.

Class Reads

- Giraffes Can't Dance by Giles Andreae
- The Squirrels Who Squabbled by Rachel Bright

Pupils will learn to:

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read many common exception words from (English appendix 1)
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.

Writing Genre: Simple, descriptive sentences

Class Text: **Giraffes Can't Dance**

Immerse

- To understand and develop language about our main character Gerald the giraffe.

- To develop fine motor control.
- To listen and follow directions to dance like Gerald the giraffe.
- To retell the story using actions and illustrations.

Analysis

- To use phonics to label the feelings of the animals in the story.

Skills

- To hold a pencil correctly and begin to form letters.
- To use phonics to label an illustration from the story.
- To use finger spaces between words.
- To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Plan

- To descriptively label Gerald the giraffe using familiar phonics graphemes.

Write

- To write sentences to describe Gerald the giraffe using familiar phonics graphemes and finger spaces.

Edit and Review

- To edit to check words contain all sounds.

Writing Genre: Party invitation

Class Text: **The Squirrels Who Squabbled**

Immerse

- To develop language skills and expand vocabulary to describe objects from our new story.
- To listen and respond to your peers to complete a teamwork challenge.

Analysis

- To begin to understand unfamiliar vocabulary from the story.

Skills

- To use phonics to label an illustration from the story.
- To use adjectives to add extra detail to our labels.
- To begin to identify and use full stops in a sentence.
- To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Plan

- To plan and write a list, using phonics, of what guests will find at our Autumnal party.

	<u>Write</u> - To write an autumnal party invitation using phonics to spell and full stops. <u>Edit and Review</u> - To reread work to check for full stops. Creative Write: - Autumnal feast menu - Reflection of RE topic Assessed Write: label an illustration and write a simple sentence
Maths	<u>Unit 1: Numbers within ten</u> Pupils will learn: - To count sets of objects within ten. - To represent numbers within ten. - To recognise number bonds to five and six. - To recognise number bonds to seven and eight. - To recognise number bonds to nine and ten. - To find double an amount up to five. - To find half of an amount within ten. - To compare and order two or more numbers within ten. <u>Unit 2: Addition and subtraction within ten</u> Pupils will learn: - To combine two sets to find out how many altogether (counting all). - To combine two sets to find out how many altogether (counting on). - To understand how equations can link to stories. - To explore how to count on efficiently. - To understand that partitioning can be written as a subtraction. - To subtract by counting back in ones. - To understand how equations can link to stories. - To explore related addition and subtraction facts. - To solve a problem using addition and subtraction. <u>Unit 3: Shape and patterns</u> Pupils will learn: - To recognise, name and describe 3-D shapes. - To describe and classify 3-D shapes. - To identify 2-D shapes.

- To describe and sort 2-D shapes.
- To recognise and create repeating patterns.
- To recognise and describe repeating patterns.
- To use the language of position.
- To use the language of position, direction and movement.

Maths meetings

Calendar maths:

- Days of the week
- Months of the year
- Seasons of the year
- Date and year
- Sequencing the days and months in order
- Use ordinal numbers

Number:

- Say cardinal number names in order within 20
- Patterns of numbers within 20 including multiples of two.
- Count in steps of two and five
- Count on and back within 20- not always starting at 1
- Addition and subtraction within 10/20
- Number bonds to and within 10
- Double and half within 10
- One more or less than a given number within 20
- Place value of 2-digit numbers within 40
- Number bonds to and within 10

Shape and pattern:

- Use vocabulary related to 2D shapes accurately
- Recognise 2D and 3D shapes
- Recognise patterns by colour, shape or size
- Use mathematical vocabulary to describe direction and position
- Identify half as two equal parts using shapes, objects or quantities
- Copy, continue and make patterns by colour, shape, size and number
- Use mathematical language to describe size and position

Times tables focus: Counting forwards and backwards in 1s to 20.

Arithmetic focus: Place value within 10 and number bonds with 10.

Science

Everyday Materials

Pupils will know and understand:

- There are many different materials.
- A material is something we can use to make different objects.
- There are different materials around our school.
- There are many different objects around us.
- An object is something that we can see and touch.
- Some objects are made from one material.
- Some objects are made from more than one material.
- Different materials have different properties.
- We can find out some of those properties by investigating how materials look and feel.
- We can describe materials by talking about their properties.
- Some properties of materials are not easy to see or feel.
- Absorbent materials soak up water easily.
- Waterproof materials do not allow water to soak into them.
- Materials that you can see through are called transparent.
- Objects are made from different materials.
- The materials are chosen because of their properties.
- Some materials are a good choice to make an object.
- Some materials are a bad choice to make an object.
- Objects are made from different materials.
- Different materials have different properties.
- Materials can have many properties.
- We can sort and group objects using the properties of their materials.

Pupils will learn:

- What are materials?
- Which materials are different objects made from?
- What are the properties of different materials?
- What other properties can materials have?
- Which materials should we use to make objects?
- Can we use properties to group, compare, and sort objects?

History

Geography

Our Local Area

Pupils will know and understand:

- An aerial map is a bird's eye view.
- Maps help us to find where we are, or where we are going.
- Maps have pictures or symbols.
- Maps have a key which tells us what these pictures or symbols mean.
- Our local area is the area around our homes.
- A route is the way taken to get from one place to another.
- We will find different things in different places around our local area.
- Our local area is different from other local areas.
- Our local area has landmarks that we can recognise and that make it special.
- Landmarks can be old or new.
- There are different types of homes in our local area.
- We live in different types of homes.
- There are different jobs for people in our local area.
- Maps help us find where we are or where we are going.
- Maps have pictures or symbols.
- Maps have a key which tells us what symbols mean.

Pupils will learn:

- Where do we go to school and what is it like there?
- What is it like to live in our local area?
- What is special about our local area?
- What do people live and work in our local area?
- Can we map our local area?
- What would we change about our local area?

Art

Drawing: Make your mark

Pupils will know and understand:

Generating ideas:

- Explore their own ideas using a range of media.

Using sketchbooks:

- Use sketchbooks to explore ideas.

Making skills:

- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Make choices about which materials to use to create an effect.
- Develop observational skills to look closely and reflect surface texture.

	Knowledge of artists: • Understand how artists choose materials based on their properties in order to achieve certain effects. Evaluating and analysing: • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. Pupils will learn: • To explore control and pressure to create different types of lines. • To practise drawing different line using music as a stimulus. • To connect lines to create shapes. • To explore lines and shapes in pictures for portrait drawings. • To use control and pressure skills to add colour to a drawing.
Design Technology	
Computing	<u>iAlgorithm</u> Pupils will know and understand: • To understand what algorithms are and how they are implemented as programs on digital devices. • To understand programs execute by following precise, unambiguous, instructions. • To understand programs execute by following precise, unambiguous, instructions. • To create and debug simple programs. • To understand that programs execute by following precise and unambiguous instructions. • To use logical reasoning to predict the behaviour of simple programs. • To create and debug simple programs. • To understand conditions and outcomes. • To understand that some statements can be only true or false. Pupils will learn: • To understand, follow and devise that algorithms are precise instructions that can be followed. • To understand that programs execute by following precise and unambiguous instructions. • To test and debug a simple algorithm. • To predict the outcome of an algorithm. • To understand conditions and outcomes.

PE	<u>Fundamentals</u> Pupils will know and understand: • Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination • Social: collaboration, work safely, support others • Emotional: determination, self-regulation, honesty, perseverance • Thinking: comprehension, select and apply skills Pupils will learn: • 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>Ball Skills</u> Pupils will know and understand: • Physical: dribble with hands, roll, throw, catch, dribble with feet, track. • Social: communication, support others, co-operation. • Emotional: perseverance, honesty, determination. • Thinking: exploration, make decisions, comprehension, use tactics. Pupils will learn: • To develop dribbling a ball with your hands. • To explore accuracy when rolling a ball. • To explore throwing with accuracy towards a target. • To explore catching with two hands. • To explore dribbling a ball with your feet. • To explore tracking a ball that is coming towards me.
Music	
RSE	<u>Religious Understanding & me, my body, my health</u> Pupils will know and understand: • Let the Children Come • I am Unique

	• Girls and Boys* • Clean and Healthy • Do you know... about healthy eating? • Do you know... how to talk about your body and your health? • Do you know... about the sun? • Do you know... how to be clean? • Do you know... about exercise Pupils will learn: We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness. • We are created as a unity of body, mind and spirit: who we are matters and what we do matters • We can give thanks to God in different ways that we are unique, with individual gifts, talents and skills • That our bodies are good • The names of the parts of our bodies • That girls and boys have been created by God to be both similar and different and together make up the richness of the human family. • That our bodies are good and we need to look after them • About what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating • The importance of sleep, rest and recreation for our health • How to maintain personal hygiene
Immesive Events/Visits/Vistors etc	• Autumn walk • Bright bites brushing teeth campaign