Year group: 1	**Term**: Autumn 2	**Topic**: Toys in Time

Literacy	**Daily Reading / Story Session/ Daily Phonics Sessions** Reading sessions incorporate Year 1 word reading and comprehension skills with a strong focus on phonics. **<u>Class Reads</u>** The lost toy Museum by David Lucas Santa's workshop: The inside story! By Jane Lewis • 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:** Character Description Class Text: **The Lost Toy Museum** Immerse • To participate in discussions about what is read to them, taking turns and listening to what others say. • To become familiar with our new story 'Lost in the toy museum' and begin to retell it. Analyse • To read and match the characters to their description.

Skills
- To use capital letters and full stops.
- To use phonics to label an illustration from the story.
- To understand and use pronouns.
- 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 label the character using adjectives and phonics to spell.

Write
- To write a character description using year 1 punctuation and correct pronouns.

Edit/Review
- To reread writing to check for missing sounds and words.

Writing Genre: Setting Description
Class Text: **The Grinch who stole Christmas**
Immerse
- To develop language skills and expand vocabulary.
- To ask questions to extend knowledge and understanding.

Analyse
- To explore features of a setting description.

Skills
- To use capital letters and full stops.
- To use phonics to label an illustration from the story.
- To use the conjunction 'and'.
- 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 label the setting using adjectives and phonics to spell.

Write
- To write a setting description using year 1 punctuation and the conjunction 'and'.

Edit/Review
- To edit and improve our work by checking finger space sizing and year 1 punctuation.

Creative writing: Enterprise plan/request resources and letter to Santa/Christmas list
Independent writing: Character description of the Grinch

Maths	**Unit 4: Numbers to 20** Pupils will learn… • To count from one to 19 and match concrete, pictorial and abstract representations of these numbers. • To identify numbers to 20 by counting ten and then counting on • To position numbers to 20 on a number line • To identify one more and one less than a number within 20 • To use concrete representations to compare numbers 11 to 20 • To compare and order three or more numbers within 20 • To identify and continue number patterns, adding and subtracting one and two • To find double any number to ten and half of any even number within 20 • To understand even and odd as 'fair' and 'unfair' numbers **Unit 5: Addition and subtraction within 20** Pupils will learn… • To add by counting on using a number line or number track • To subtract by counting back using a number line or number track • To add a 1-digit number to a teen number using a known fact • To subtract a 1-digit number from a teen number using a known fact • To use the 'Make ten' strategy to add two 1-digit numbers • To use the 'Make ten' strategy to add two 1-digit numbers • To use the 'Make ten' strategy to subtract a 1-digit number from a teen number • To use the 'Make ten' strategy to subtract a 1-digit number from a teen number • To use mathematical models and strategies for addition and subtraction
Science	**Autumn and Winter** Pupils will know and understand… • There are four seasons in the year. • The seasons are autumn, winter, spring, and summer. • There are different months in each season. • We can use symbols to show what the weather is like. • Weather forecasts tell us what the weather is going to be like. • In autumn, it gets colder and the weather can be sunny, cloudy, windy, and rainy. • In autumn, we need to wear clothes that keep us warm. • In autumn, we can see many changes in the world around us. • Leaves change colour and fall from the trees. • We can see lots of berries and nuts. • Some birds migrate to warmer places, and some animals store food for the winter. • The temperature gets colder from autumn to winter. • Some trees lose their leaves and become bare. • The days get 'shorter', meaning that in winter we get fewer hours of daylight during our usual 24-hour day. • In winter, the weather gets much colder. • It sometimes snows in winter, but not always.

	• We need to wear warm clothes in winter, to keep ourselves warm. • In winter, some animals change the way they act. • Some animals hibernate for the winter. • Some animals stay near their homes. • Some animals are still active in winter. Pupils will learn… • What are the four seasons? • What is the weather like in autumn? • What happens to plants and animals in autumn? • How does the weather change from autumn to winter? • What is the weather like in winter? • What happens to animals in winter?
History	**<u>Toys over time</u>** Pupils will know and understand… • There are different types of toys. • Toys can be grouped into categories depending on their characteristics. • Characteristics describe what something is like. • Toys look and feel different. • Toys can be described using adjectives. • Toys from the past were different from toys today. • There are similarities and differences between old and modern (new) toys. • Old toys were often made from wood. Modern toys tend to be made from plastic. • Old toys were mechanical or moved by hand. Modern toys tend to use batteries. • Chronological is the order in which things happened, from oldest to newest. • A timeline shows chronological order. • Some toys have always been popular but have changed over time. • Museum exhibits are labelled to give key information to the public. • Toy exhibits can be displayed chronologically on a timeline. Pupils will learn… • What different types of toys are there? • Can I describe my favourite toy? • Which toys did our grown-ups play with? • How do we know that some toys are from the past? • How are toys today different from toys in the past? • Can we put toys in order?
Geography	

Art	
Design Technology	**Textiles – puppet making** Pupils will know and understand… **Key skills** • Using a template to create a design for a puppet. • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing steps for construction. • Reflecting on a finished product, explaining likes and dislikes. **Key knowledge** • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples, glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look. **Pupils will learn…** • To join fabrics together using different methods. • To use a template to create my design. • To join two fabrics together accurately. • To embellish my design using joining methods.
Computing	
PE	**Dance** Pupils will know and understand… • To know what counts are. • To know how to copy, remember and repeat actions. • To know how to move around safely. • To know how to use different body parts in isolation and together. • To know how to work with others. • To know what actions to use when moving. **Pupils will learn…** • To beginning to use counts. • To copy, remember and repeat actions. • To move confidently and safely. • To use different parts of the body in isolation and together. • To work with others to share ideas and select actions. • To choose appropriate movements for different dance ideas. • To say what I liked about someone else's performance.

	<u>Sending and receiving</u> Pupils will know and understand… • To catch with two hands • To dribble a ball with my hands and feet • To understand simple tactics • To roll and throw with some accuracy towards a target • To say when someone was successful • To track a ball that is coming towards me • To work co-operatively with a partner **<u>Pupils will learn…</u>** • To develop rolling and throwing towards a target. • To develop receiving and tracking skills. • To develop sending and receiving with your feet. • To develop throwing and catching skills over a short distance. • To develop throwing ad catching over a longer distance. • To apply sending and receiving skills to small game.
Music	**<u>Keeping the pulse</u>** **Pupils will know and understand:** Musical knowledge: • To know that rhythm means a pattern of long and short notes. • To know that pulse is the regular beat that goes through music. • To understand that the pulse of music can get faster or slower. • To know that a piece of music can have more than one section, e.g. a verse and a chorus Musical skills: • Recognising and understanding the difference between pulse and rhythm. • Describing the character, mood, or 'story' of the music they listen to (verbally or through movement). • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Combining instrumental and vocal sounds within a given structure. • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. **Pupils will learn:**

	• To use my voice and hands to make music. • To clap and play in time to the music. • To play simple rhythms on an instrument. • To listen to and repeat short rhythmic patterns. • To understand the difference between pulse and rhythm.
RSE	**<u>Clean and Healthy (My Body)</u>** **Pupils will know and understand:** • That our bodies are good and we need to look after them • 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	• Panto visit • Christmas services • Nativity Performance • Dental workshop • Anti- bullying week • Remembrance Day • Other faiths- Judaism