

| Term: Autumn 2019  |  | Year: 1   |
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| <b>English:</b><br><i>Phonics:</i> speed sounds set 2.<br><i>Spelling:</i> spelling patterns from spelling list.<br><i>Reading:</i> recognising “tricky” words.<br>Practising reading using sounds and words we know.<br>Answering comprehension questions to show our understanding of the text.<br><i>Writing:</i> holding a sentence and checking our work for punctuation spelling and spaces.<br>Thinking of our own ideas for sentences and using sounds to build the words. Using Capital letters full stops and spaces between words. Holding a pencil and forming our letters correctly.  | <b>Mathematics:</b><br>Counting to 10. Counting Objects to 10. Counting To Zero.<br>Writing to 10 in Numbers and Words Comparing Numbers of Objects.<br>Ordering Numbers. Comparing Numbers. Making number bonds. Making number stories. Add By Using Number Bonds Add by Counting On.<br>Completing Number Sentences. Making Addition Stories Solving Picture Problems. Add By Using Number Bonds. Add by Counting On. Completing Number Sentences. Making Addition Stories. Solving Picture Problems.<br>Subtract by Crossing Out. Subtract by Using Number Bonds. Subtract by Counting Back. Making Subtraction Stories. Solving Picture Problems<br>Addition and Subtraction | <b>Science:</b><br><b>My Body</b><br>Identify, name and label body parts Explore what parts of our bodies we use for different activities. Find out about the five senses, in particular the sense of sight. Explore the senses of touch smell, taste, hearing.<br><b>Animals</b><br>Identify and name a variety of common animals.<br>Identify and name a variety of common UK mammals, birds, reptiles, fish and amphibians. Identify and sort carnivores, herbivores and omnivores. Be able to take care of animals. |
| <b>Computing:</b><br><b>We are Treasure Hunters</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school.<br><b>We are TV Chefs</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. | <b>History:</b><br><b>Guy Fawkes</b><br>Explain what Bonfire Night is.<br>Find out about King James I of England<br>Find out who Guy Fawkes was.<br>Find out what happened next in the Gunpowder Plot.<br>Think about why fireworks are lit on November 5th.   | <b>Art &amp; Design</b><br><b>Paper Art</b><br>Explore different types of paper used in art.<br>Use paper to create a collage. Work with tissue paper to create a piece of artwork. Use paper to create beads.<br>Use papier mâché to create a sculpture. Create sculptures from paper.   |
|  | <b>Geography:</b><br><b>Where do I live?</b><br>Name the seven continents of the world and locate the UK on a world map.<br>Identify the countries and capital cities of the UK<br>Identify features and characteristics of the countries of the UK<br>Explore the town we live in. Describe where you live.   | <b>Design &amp; Technology</b><br><b>Eating more Fruit and Vegetables-Root Soup</b> Find out the favourite fruits and vegetables in the class and present the data in a pictogram. Examine, taste and describe a variety of fruits and vegetables. Find out how to handle and prepare a variety of fruits and vegetables. Design a recipe to include fruit and/or vegetables. Make and evaluate a food product based on a design.   |
| <b>RE</b><br><b>Our Wonderful World</b> Identify things that make our world special. Explore the Jewish, Christian, Hindu and Islamic creation stories. Explore different accounts of the creation of the sky & Heaven, plants animals and people.<br><b>Why do Christians give Presents at Christmas</b> Discuss their experiences of giving and receiving presents. Find out about the story of Jesus' birth. Think about a gift a Christian might give to baby Jesus. Think about presents that can be given that you can't see. Explore the Christian belief that Jesus is God's gift to the world.  | <b>PHSE</b><br><b>Fun Times</b> Think about food that is associated with special times, in different cultures. Find out about active playground games from around the world. Learn about sun-safety.<br><b>Feeling Safe</b> Think about safety in familiar situations. Be aware of personal safety. Find out which people help keep us safe outside the home.  | <b>Music:</b><br><b>Hey You:</b> Listen to music. Sing the song. Understand the geographical origin of the music and in which era it was composed. Experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. To play the accompanying instrumental parts.   |
|  | <b>PE:</b><br><b>Ball skills, Skipping, Football, Gymnastics</b>   | <b>Christmas Songs</b>  |



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