



Year: 1			
Term: Autumn 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English Portal narrative – <i>Paper Planes</i> Messages -	EYFS <u>Listening and attention</u> Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <u>Understanding</u> Follow instructions involving several ideas. Answer 'how' and 'why' questions about their experiences. Respond to stories or events. <u>Speaking</u> Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events. <u>Writing</u> Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. <u>Reading</u> Read and understand simple sentences. Demonstrate understanding when talking with others about what they have read.	KS1 <u>Speaking & Listening:</u> Listen and respond appropriately to others. Build their vocabulary. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Speculate, imagine and explore ideas. Participate in discussions, presentations, performances, role play and debates. <u>Reading:</u> Apply phonic knowledge and skills as the route to decode words. Read common exception words. Listen to and discuss a wide range of stories. Become familiar with key stories, retelling them. Recognising and joining in with predictable phrases. <u>Writing:</u> Compose a sentence orally before writing it. Sequence sentences to form short narratives. Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use capital letters appropriately.	1. Immersion in text. 2. Determine purpose, audience and form. 3. Enjoy, explore and respond to text. 4. Analyse 3 days. 5. Familiarisation with text structures. 6. Familiarisation with language features. 7. Collect Writer Hints: create effects. 8. Plan 1-2 day. 9. Gather ideas. 10. Plan. 11. Write 5-7 days. 12. Modelled and Guided writing. 13. Application of writers' skills and knowledge.

<p><u>Maths</u></p> <p>Place value</p>	<p><u>EYFS</u></p> <p><u>Numbers</u></p> <p>Count reliably with numbers from one to 20, Place them in order and say which number is one more or one less than a given number.</p> <p>Use quantities and objects, add and subtract two single-digit numbers.</p> <p>Count on or back to find the answer.</p> <p>Solve problems, including doubling, halving and sharing.</p>	<p><u>Place value</u></p> <p>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line and use language of: equal to, more than, less than (fewer), most, least.</p>	<p><u>Place value</u></p> <ol style="list-style-type: none"> 1. Use manipulatives and drawings to sort and group objects, counting accurately and representing a given number in a variety of ways. 2. Record numbers with increasing accuracy, counting forwards and backwards from different starting points. Begin to count one more or one less. 3. Compare groups of objects and numbers using mathematical language and symbols. 4. Order groups of objects and numbers from smallest to largest or vice versa. Begin to use ordinal numbers to order events.
<p>Addition and subtraction (within 10)</p>		<p><u>Addition and subtraction (within 10)</u></p> <p>Represent and use number bonds and related subtraction facts within 10.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one digit numbers to 10, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p><u>Addition and subtraction</u></p> <ol style="list-style-type: none"> 1. Explore part-whole models to support with number bonds. Use language of addition to create number sentences and stories. 2. Calculate addition number problems, recalling bonds and fact families. 3. Solve addition problems with increasing fluency, including missing numbers, reasoning and problem solving. 4. Calculate subtraction problems using concrete resources.

<u>Science</u> Materials	EYFS <u>Understanding the World</u> Know about similarities and differences in relation to objects and materials. Talk about and make observations that various objects can be made from a number of different materials.	Identify, name, draw and label basic materials that can be found in everyday life (wood, metal, plastic, paper, etc...) Use observations and ideas to suggest answers to questions. Gather and record data to help answer questions. Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Observe closely, using simple equipment.	<ol style="list-style-type: none"> 1. Changing Materials - Chn will begin to distinguish between an object and the material an object is made from. Chn will be able to identify and name various materials (wood, glass, metal, plastic, etc.). 3. Material Strength - Chn will be able to simply describe the properties of some materials. To look at the sustainability of some materials and understand that not all materials will stay the same. (Steel rusts, etc...) 5. Ship Building - Pupils will learn about which materials can float and which materials sink and why. 6. Materials in History - The use of plastics and the damage that it can cause to our environment. Looking at the positive impact that people are having to reduce our plastic waste and the alternatives.
<u>Geography-</u> The Local Area	EYFS -Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing	Y1 – Know the difference between town and countryside Use fieldwork to identify and record the main features of the school grounds.	Y2 Know the difference between rural and urban areas , including your own Use fieldwork to identify and record the main features of the school grounds.

	<p>on their experiences and what has been read in class.</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Use fieldwork to identify and record the main features of the local area.</p> <p>Identify the types of houses found in our local area</p> <p>Create a map of our local area, showing the key features</p>	<p>Use fieldwork to identify and record the main features of the local area</p> <p>Using data collected during fieldwork, recount the journey through the local area.</p> <p>Create a map of our local area, showing the key features</p>
<p><u>RE</u></p> <p>Jesus was special</p>	<p>EYFS</p> <p><u>I am Special</u></p> <p>Talk about God as Heavenly Father and that He makes each one of us different and special.</p> <p>Explore all about themselves, their likes, dislikes, etc.</p> <p>Talk about emotions and the experiences related to them.</p> <p><u>Stories Jesus Told</u></p> <p>Know that Jesus told important stories called parables.</p> <p>Understand that Jesus told these stories to teach us about God and how to live our lives.</p>	<p>Know that the stories of Jesus miracles are found in the Gospels in the New Testament.</p> <p>Understand that Christians believe that the miracles reveal Jesus as the Son of God</p> <p>Retell the stories about Jesus covered in this unit.</p> <p>Talk about my own experiences and feelings.</p> <p>Respond sensitively to questions about my own and others experiences and feelings.</p> <p>Reflect on Sikh statements of belief.</p>	<ol style="list-style-type: none"> 1. Chn will explore what it means to be special and the role of Jesus' disciples. 2. Chn will locate stories of Jesus' miracles in the New Testament. 3. Chn will read some of these stories to explore the messages shared. 4. Chn will retell some of the stories of Jesus. 5. Chn will begin to share their feelings and experiences of weddings / christenings. 6. Chn will reflect on the Sikh statements of belief and compare these to Christian beliefs.
<p><u>PSHE</u></p> <p>Being Me in my world</p>	<p>EYFS</p> <p><u>Health and Self Care</u></p> <p>Know the importance of good health including physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Help others to feel welcome.</p> <p>Try to make our school community a better place.</p> <p>Think about everyone's right to learn.</p> <p>Care about other people's feelings.</p> <p>Work well with others.</p> <p>Understand how to follow our learning charter.</p>	<ol style="list-style-type: none"> 1. Chn will learn to feel special. 2. Chn will know that they belong to our class. 3. Chn should know how to make their class a safe place for everybody to learn. 4. Chn should understand the rights and responsibilities of being a member of their class and know their views are valued and they can contribute to the Learning Charter 5. Chn recognise how it feels to be proud of an achievement

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<u>PE</u>	<u>EYFS</u>		
Ball skills	<u>Moving and Handling</u> Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively.	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. Participate in team games, developing simple tactics for attacking and defending.	<ol style="list-style-type: none"> 1. Chn will practise throwing and catching a ball/beanbag in different ways. 2. Chn will play team games, developing attacking and defending skills. 3. Chn will learn to throw accurately towards a target. 4. Chn will begin to practise accuracy when hitting a ball with a racket/bat. 5. Chn will develop team work skills to keep up a ball using developed skills. 6. Chn will practise their ball control, dribbling and stopping with a foot and using hockey sticks.

<p><u>DT</u></p> <p>Fruit and vegetables</p>	<p>EYFS</p> <p><u>Expressive arts and design</u></p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p>	<p>To look closely at the similarities and differences of fruit and vegetables and sort according to specific criterion.</p> <p>Investigate first hand and make choices based on individual preferences.</p> <p>Select favourite fruits and design a healthy snack.</p> <p>Create a snack using a variety of skills and tools then evaluate at the conclusion.</p>	<ol style="list-style-type: none"> 1. Find out favourite fruits and veg in class and create pictograms. 2. Examine, taste and describe a variety of fruits and vegetables. 3. Find out how to handle and prepare a variety of fruits and vegetables. 4. Design a recipe to include fruit. 5. Make and evaluate a food product based on a design. 6. Investigate where food comes from.
<p><u>Music</u></p> <p>My Musical Heartbeat</p>	<p>EYFS</p> <p><u>Expressive arts and design</u></p> <p>Chn have explored various music genres and sounds through various means such as instruments, audio and materials.</p>	<p>Pupils will have the opportunity to listen and appraise various pieces of music while focusing on one main song - Find the Beat!</p> <p>Pupils will use their voices creatively through songs, chants and rhymes as well as experiencing new instruments through musical activities.</p> <p>Pupils will experience a wide variety of music and look at dimensions of music.</p>	<ol style="list-style-type: none"> 1. Listen to 'Find the Beat!', musical activities and performance. 2. Listen to '1,2,3,4,5', musical activities and performance. 3. Listen to 'Head, Shoulders, Knees and Toes', musical activities and performance. 4. Listen to 'Shapes', musical activities and performance. 5. Listen to 'We talk to animals', musical activities and performance.
<p><u>Computing</u></p>	<p>EYFS</p> <p>Chn will have encountered many puzzles and problem solving activities in order to develop control and confidence.</p> <p>Children will also have developed a more positive attitude towards a trial and error approach.</p>	<p>Pupils will begin to use computing key words and phrases in context. Pupils will also start to develop problem solving skills by reading through their created code or asking their peers.</p> <p>Chn will understand what algorithms are, how they can be implemented into programmes and execute these programmes through precise instructions.</p>	<ol style="list-style-type: none"> 1. Instructions - Giving and following instructions. 2. Objects and Actions - Creating a programme using code blocks. 3. Events - Creating a simple programme using code blocks. 4. When code executes - Chn when their programme has been executed and run. 5. Setting the scene - Editing scenes by adding, moving and deleting objects. 6. Using a plan - Chn to design a plan for their Free Code Scene program.

