

English Genre outcomes: Simple Narrative, re-tell, innovation, character descriptions, poetry, letter writing to FC

Reading: Following RWI program

Applying phonics:

- *Know when to use phonic knowledge to decode words
- *Read common words using phonic knowledge where possible
- *Read words of more than one syllable that contain taught GPCs.
- *Read phonically decodable texts.

Reading for pleasure:

- *Know there are different kinds of books.
- *Know difference between a story book and information book
- *Find title, author and illustrator of a book.
- *Know some familiar stories.
- *Recognise familiar story language.

Reading accurately with fluency and understanding:

- *Use picture clues to support reading and deepen understanding.
- *Use picture clues to deepen understanding.
- *Identify characters in a story.
- *Recognise a characters feelings and say why they have a feeling.

Writing:

Handwriting:

- *Sit correctly at a table holding a pencil comfortably and correctly.
- *Form digits 0-9 correctly

Punctuation and grammar:

- *Use the personal pronoun 'I'.
- *Leave spaces between words.
- *Use a capital letter at the start of a sentence.

Composition:

Say a sentence out loud before writing it down (hold a sentence)

Spelling:

Spell unknown words using phonemes and phonetically plausible attempts.

Key text:

Year 1: The Three Billy Goats Gruff

Key values:

Curiosity

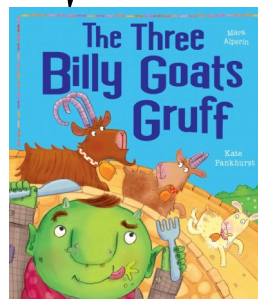
Imagination

Reflection

KS1:

Year 1

Once upon a time



Mathematics

Number—Addition and subtraction (within 10)

Number—Addition and Subtraction (within 10)

- *Addition problems
- *Find a part
- *Subtraction— find a part
- *Fact families
- *Subtraction— take away/cross out
- *Subtraction— take away/how many are left?
- *Subtraction on a number line
- *Add or subtract 1 or 2

Geometry: Shape

- *Recognise and name common 2D shapes

Science

Which materials would keep us dry?

Working scientifically:

- I know how to ask simple scientific questions
- I know how to use simple equipment to make observations
- I know how to carry out simple tests
- I know how to identify and classify things
- I know how to explain to others what I have found out
- I know how to use simple data to answer questions

Everyday materials

- Identify and name a variety of everyday materials
- Describe the simple physical properties of a variety of everyday materials
- Distinguish between an object and the material it is made from
- Compare and group together a variety of everyday material on the basis of their simple physical properties.

Seasonal changes

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

Geography Ongoing use of geographical skills (see progression document)

Human and physical geography

*Use basic geographical vocabulary to refer to key physical and human features

Geographical skills and fieldwork

*Use locational and directional language to describe the location of features and routes on a map.

*Use aerial photos and plans to recognise landmarks and basic human and physical features; devise a simple map. (eg how to get to the school field, how to get to the park, bird's eye view of objects on my table)

*Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

History Ongoing use of historical skills (see progression document)

Events beyond living memory/history in the locality

Know why there is a monument to a famous event nearby—remembrance day

Know about events beyond living memory that are significant nationally or globally—Guy Fawkes.

Art

Learning

*The children will learn how materials can be cut, used and coiled.

*They will learn and apply these skills to create artwork linked to celebrations, including Christmas arts and crafts.

Techniques

*Children will learn techniques to manipulate materials.

*Using the taught techniques children will create their own artwork linked to celebrations, including Christmas.

*Children will reflect on what they have learnt about drawing to create pictures of dragons.

Diwali Lamps

Children will design Diwali Lamps, talk about shape, size, style and colours.

They will learn how to shape the clay. Children will learn which tools to use to create different textures.

Children will create collaboratively sharing ideas, resources and skills. Talking about what they have made and why and exploring texture.

Children will return to and build on their previous learning. Refining ideas and developing their ability to represent them.

Links to Science

Design, make and evaluate a bridge.

Design

*Children will design their own bridge using a range of materials and making a simple plan.

*Children will have to consider how their bridge will work and the weight that it will need to hold.

*They will need to make decisions considering the materials and then make a simple plan for their design.

*Children will explain how they want to make their bridge and suggest the materials that they will need.

Make

*Children will make their bridge using a range of appropriate materials and tools. They will ensure that their bridge can bear weight and consider any adaptations to improve their bridge and its strength.

Evaluate

*Children will test their bridges and evaluate how well they worked. They will strengthen their bridges and make suitable adaptations/ improvements

P.E.

Gymnastics

*Balance using hands and feet

*Create different shapes when balancing

*Travel in different ways

*Learn a variety of basic gymnastic movements

*Be still in different body shapes and balances and combine different ways of travelling.

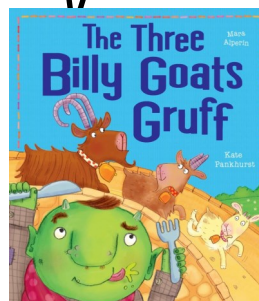
*Move between mats and small apparatus and change the speed of movement

*Handle apparatus safely

*Recognise how it feels when the body is tense in a balance

*Develop balance, agility, coordination of travelling, stillness, jumping, timing, changing shapes, direction and size

**KS1:
Year 1
Once upon a time**



Music—See Skills Progression

Music Express: Unit 3: Storytime

Christmas songs and performance

R.E. Christianity. What gifts might Christians in my town have given if Jesus was born here and not in Bethlehem?

PSHE Using lessons from Scarf:

Keeping myself safe

Healthy me, super sleep, who can help, Harold loses Geoffrey, what could Harold do?, good or bad touches?

Computing

Making a Robot Move

Learning to move a robot and program a robot to move in different directions.