

<u>Autumn 1 Y1</u>	1	2	3	4	5	6	7
Literacy	<p>HERE WE ARE – NOTES FOR LIVING ON PLANET EARTH by Oliver Jeffers LO : To make inferences SC: I can explain ideas and begin to use conjunctions LO : To share thoughts and ideas SC: I can identify and use nouns LO: To identify and use nouns and adjectives SC: I can identify and use nouns and adjectives. LO: To use noun phrases SC: I can identify and use noun phrases.</p>	<p>HERE WE ARE – NOTES FOR LIVING ON PLANET EARTH by Oliver Jeffers LO: To write in full sentences SC: I can use conjunctions like ‘and’ / ‘but’ LO: To write a riddle SC: I can write statements. I can write questions. I can punctuate sentences. LO : To understand the concept of kindness and what it means to be kind. SC: I can use emotion language LO: To plan and write a leaflet</p>	<p>ALL ABOUT TIGERS (information text) 1 LO To listen to an information text 2 LO To commit an information text to memory (2 sessions) 3 LO To deepen my understanding of an information text through role play 4 LO To add –s to nouns to make them plural 5 LO To retrieve information</p>	<p>ALL ABOUT TIGERS (information text) LO To identify features of an information text (Bug Club) LO To box up for purpose (up to 2 sessions) LO To write my information text (up to 3 sessions)</p>	<p>AWONGALEMA Descriptive writing LO To listen to and respond to a story LO To tell a story from memory LO TO describe using the senses LO TO add –es for plural nouns LO TO make inferences on what is said and done</p>	<p>AWONGALEMA Descriptive writing LO To box up for purpose LO To explore how writers create vivid description</p>	<p>AWONGALEMA Descriptive writing LO To write a story using vivid description (plan, write, improve by adding adjectives, checking spelling using phonics, capital letters , finger spaces, full stops).</p>
Phonics	Phase 3 Phonics Play	Phase 3 Phonics Play	Phase 3 Phonics Play	Phase 3 Phonics Play	Phase 3 Phonics Play	Phase 3 Phonics Play	Phase 3 Phonics Play
Maths	<p>Number and Place Value To sort and count objects to 10 Represent up to 10 objects Represent and write numbers up to 10</p>	<p>Number and Place Value To count forwards and backwards to 10 To count 1 more and 1 less from numbers within 10</p>	<p>Number and Place Value To compare up to 10 objects To introduce the <> and = symbols for numbers within 10</p>	<p>Number and Place Value To order objects and numbers up to 10 To identify and use ordinal numbers</p>	<p>Addition and Subtraction within 10 To introduce parts and wholes (single objects)</p>	<p>Addition and Subtraction within 10 To understand fact families (addition facts)</p>	<p>Addition and Subtraction within 10 To add groups together To add more to a number</p>

			To compare numbers within 10	To use and identify numbers on a number line	To make parts and wholes using objects To use the part/whole model To identify the + symbol	To find number bonds for numbers within 10 To use systematic methods for numbers within 10 To compare number bonds within 10	To add using number bonds To find a part in an addition number sentence
Geography		To name the country we live in and to know that it is part of the UK (and where it is)	To know where the UK is in the world	To know what is special about the 4 countries of the UK – landmarks of London	Landmarks of London	To name the seas which surround the UK	To know what an aerial map / photo shows
History		To understand how long ago our grandparents played with their toys	To name toys that our grandparents played with	To describe how toys have changed in the 20 th century and tell you what is the same	To tell you which toys are the best and why	To be able to tell whether a toy is old or new	To talk about books our grandparents read
Science	I can tell you about the seasons	I can describe what to wear in different weathers	To be able to talk about what the weather is like today (Sept)	To be able to describe different leaves	What can I see / taste / touch / hear / smell?	To be able to name different body parts	To be able to name and describe animals around our school. To be able to identify and name other animals that I know.
Art/DT	Mark making – Paul Klee – taking a line for a walk and tonal inspiration 'Separation in the evening'. Austin's 'Butterfly' – sea creature	Seasonal changes art – summer into autumn painting	How to draw a tiger (also look at Rousseau's Tiger)	Famous landscapes – Stonehenge – cuboids to make a class structure of Stonehenge	To design a dragon using a range of media & How to draw a dragon	To design and make a 3D model of a London landmark How to draw a significant London landmark	To design and make a 3D tiger & How to draw a tiger Art appreciation – famous tiger paintings

PE	Coordination – Floor movement patterns. 1. Different ways you can move	Coordination – Floor movement patterns. 2. Different speeds/ change direction.	Coordination – Floor movement patterns. 3. Linking movement together - sequencing	Balance – 1 leg standing; Changing different legs with support/no support.	Balance – integrating balance into lots of movements	Balance – integrating balance into lots of movements	Balance Perform sequence movements including balance with a partner.
Music	Hey You! – Charanga to understand what pulse means and to be able to independently keep the pulse to a range of music	To learn a rhyme / nursery rhyme by heart	Hey You! – Charanga To listen with concentration and understanding to a range of high quality recorded music	To learn a rhyme / nursery rhyme by heart	Hey You! – Charanga to understand what pulse means and to be able to independently keep the pulse to a range of music	To learn a rhyme / nursery rhyme by heart	Hey You! – Charanga to understand what pulse means and to be able to independently keep the pulse to a range of music
PSHE	EPIC planning – Getting back on track To understand the difficult times we have had since March and to talk about our feelings. Create a helping hand for wall display	EPIC planning – Getting back on track Love and Lost – temporary and permanent	EPIC planning – Getting back on track Planning and dealing with change	EPIC planning – Getting back on track Coping skills	EPIC planning – Getting back on track Celebrating nature	EPIC planning – Getting back on track Staying on track	
RE	Why are some places special? I can talk about things that happened to me including things I notice in the classroom and I know what makes our classroom special for us all.	Why are some places special? I can recognize religious symbols and pictures and talk about them. I understand what makes my home special for my family.	Why are some places special? I can talk about what happens to Ganesha (Hinduism) and can tell you why Ganesha is important to Hindus.	Why are some places special? I know what some Hindu symbols stand for and I can say what the Murti of Ganesha means to Kedar.	Why are some places special? I can recognize Christian symbols and pictures and talk about them.	Why are some places special? I can talk about what is important to Christians in relation to objects and artefacts.	Why are some places special? I can talk about things that happened to me, who I belong to and a special place where I feel I belong.

