



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
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## Marvellous Me!

### My Family History

Year Group: Year 1

Teacher: Miss Jennings

Autumn Term 1

English	Maths
<p><b>Phonics:</b> The children in Year 1 will take part in daily Phonics lessons in order to improve their Phonic knowledge, reading and writing ability. This will build upon their prior knowledge and will involve both practising and applying their knowledge and the skills of blending and segmenting, in order to read and write. They will also work on recognising and spelling 'tricky words' that do not follow traditional spelling patterns.</p> <p><b>Key Literacy texts:</b> The invisible thread-Patrise Karste Goldilocks and the Three Bears The Three Little Pigs Little Red Riding Hood</p> <p><b>Linking to:</b> <b>Reading</b> The children will have 1:1 reading with an adult weekly, alongside their home reading book which will be changed every Friday. They will also have access to the reading area and have daily story reads as a whole class. The children will have extra reading opportunities throughout the week in small groupings with books linked to the topic. They will be encouraged to use phonics to decode regular words and read aloud.</p> <p><b>Writing:</b> The children will be exposed to a range of texts to explore different styles of writing. This will include writing about their own experiences, sequencing, writing explanations and character descriptions. Whilst doing so, the children will be encouraged to think carefully about their use of capital letters, fingers spaces and use of punctuation. The children will be taught to re-read their work to ensure it makes sense and to edit their work to make improvements.</p> <p><b>Spellings</b> The children will receive spellings which relate to the sounds explored in daily phonics. The children will use their sounds to write phonetically plausible words and will continue to apply spellings rules we learn for tricky words.</p>	<p><b>Place Value within 20</b> -To sort objects based upon size, shape and colour -To draw comparisons between objects -To count objects accurately -To represent objects in a range of ways -To count forwards and backwards -To recognise numbers as words -To order numbers -To understand and use ordinal numbers -To compare using the language more, less and same -To use symbols to represent more than, equal to and less than -To use a number line accurately</p> <p><b>Addition and Subtraction</b> -To recognise parts and whole of a number -To use the part, part, whole model -To write number sentences -To identify number bonds to 10 -To identify fact families -To solve a range of addition problems</p>

Topic: History and Geography	Science
<p><b>Focus: My Family History</b></p> <p><b>What was life like when our grandparents were children?</b></p> <ul style="list-style-type: none"> <li>-To be able to identify and describe similarities and differences between my own childhood and a grandparent's childhood.</li> <li>-To be able to identify and describe similarities and differences between my home and a home in the 1950s/1960s.</li> <li>-To be able to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s/1960s.</li> <li>-To be able to identify and describe similarities and differences between shops today and those when our grandparents were children.</li> <li>-To be able to identify and describe similarities and differences between our own experience of school and our grandparents' experience.</li> <li>-To be able to use my knowledge of Grandad's school to take part in a role play.</li> </ul>	<p><b>Focus: Animals and Humans.</b></p> <p><b>To be covered:</b></p> <ul style="list-style-type: none"> <li>-To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>-To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>-To describe and compare the structure of a variety of common animals- fish, amphibians, reptiles, birds and mammals including pets.</li> <li>-To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Working scientifically</b></p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>-Asking simple questions and recognising that they can be answered in different ways.</li> <li>-Observing closely, using simple equipment.</li> <li>-Performing simple tests.</li> <li>-Identifying and classifying.</li> <li>-Using their observations and ideas to suggest answers to questions.</li> <li>-Gathering and recording data to help in answering questions.</li> </ul>

RE	PSHE
<p><b>Unit 1.2 Who do Christians say made the world (creation)</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1–2:3 simply</li> <li>• Recognise that 'Creation' is the beginning of the 'big story' of the Bible</li> <li>• Say what the story tells Christians about God, Creation and the world</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give at least one example of what Christians do to say 'thank you' to God for Creation</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Think, talk and ask questions about living in an amazing world</li> <li>• Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</li> </ul>	<p><b>Focus: Beginning and Belonging.</b></p> <p><b>To be covered:</b></p> <p>The children will participate in discussions about how to make the classroom a place where they can learn safely and happily.</p> <p>To participate in activities that enables them to develop collaborative relationships within the class.</p> <p>To recognise what it feels like to be new in school. To have some ideas about how to make new people feel welcome in the class.</p> <p>To know who and what might help them if they are in a new situation.</p> <p>To be able to identify adults who can help them if they need support.</p> <p>To know how to ask for help, and to have some ideas about how they can help each other.</p>

Expressive Arts and Design	ICT
<p><b>ART: TEXTILES</b></p> <ul style="list-style-type: none"> <li>- To investigate weaving materials and processes</li> <li>- To investigate materials and processes to embellish strips of fabric and use these to produce a weaving</li> <li>- To try out tools and techniques in producing a fabric resist piece of work.</li> <li>- To investigate wrapping and knotting techniques and processes.</li> <li>- To try out tools and techniques involved in fabric pegging and learn about visual and tactile elements including line, colour and texture.</li> </ul>	<p><b>Creating MEDIA – Digital Planning</b></p> <p>Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists’ work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p> <p>How can we paint using computers?  Using shapes and lines  Making careful choices  Why did I choose that?  Painting all my myself  Comparing computer art and painting</p>

PE	Music
<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>To improve speed and agility</li> <li>To negotiate space</li> <li>To develop the jumping technique</li> <li>To improve and develop coordination and balance</li> <li>To demonstrate the correct jumping technique</li> <li>To develop and improve speed and stamina.</li> <li>To be able to discuss healthy &amp; unhealthy foods, and why eating well is good for you</li> <li>To apply skills learnt throughout the unit in a range of activities focusing on correct technique</li> <li>To understand the benefits of regular exercise</li> </ul>	<p><b>Focus: Unit 1 – Pulse.</b></p> <p><b>To be covered:</b></p> <p>The children will explore and experience hearing and making long and short sounds on a variety of instruments.</p> <p>They will use their listening skills to identify the different sounds and follow and create signals when performing.</p> <p>The children learn a simple rhyme to establish the concept of syllables and rhythms.</p> <p>Whilst performing this rhyme, the children will explore the concept of pulse and how the pulse is integral to keeping in time when performing music.</p>