



# YEAR ONE (1) AUTUMN ONE – WHAT WILL YOUR CHILD LEARN THIS HALF TERM?

## ENGLISH

**Key Question:** *Why is it important to sequence ideas in stories?*

**Key texts:** 'Not Now Bernard', 'Where's My Teddy?'

### Reading

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple predictions

### Writing

- Name letters of the alphabet
- Spell very common 'exception' words
- Form lower case letters correctly
- Form capital letters & digits
- Compose sentences orally before writing
- Read own writing to peers or teachers.

### Grammar

- Leave spaces between words
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns and to begin sentences.
- Use adjectives.

## MATHEMATICS

**Key Focus:** *Number and Calculation.*

- Count to 20
- Count in 1s,
- Identify 'one more' and 'one less'
- Read and write numbers to 20
- Use comparative language, e.g. more than, less than, most, least and equal to
- Use +, -, <, >, and = symbols
- Know number bonds to 20
- add and subtract numbers to 20, including zero
- Solve one-step problems.
- Use reasoning skills.

## SCIENCE

**Key Question:** *What's through our Window?*

### Seasonal Changes

### Science (Physics)

- Make observations and respond appropriately.
- Look at weather forecasts and the symbols used by forecasters.
- Create weather forecasts about the weather at school.

### Science (Biology)

### Animals including humans

- Group animals based on features.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).

## GEOGRAPHY

**Key Question:** *What makes humans, animals and places unique and special?*

### Place Knowledge

- Raise questions about the local area.
- Develop an understanding of pupils' local area.
- Geographical skills and fieldwork
- Make observations and comparisons.
- Use basic geographical vocabulary
- Use four compass directions & simple vocabulary
- Name & locate -
- the four countries and capital cities of the United Kingdom using atlases & globes.
- Explain the difference between human and physical features and give examples of these features.

## RELIGIOUS EDUCATION

**Key Question:** *Who is a Christian and what do Christians believe?*

### Christianity

- Talk about some simple ideas and Christian beliefs about God and Jesus.
- Discuss Bible stories, for example – The Creation Story, Noah's Ark, etc.
- Re-tell a story that shows what Christians might think about God, in words and pictures.
- Talk about the issues of good and bad, right and wrong arising from Christian stories.
- Ask some questions about believing in God.

## PSHE

**Key Question:** *What are the six Rs and how can I use them in my learning?*

### Mental Health and Emotional Wellbeing

- Feelings and emotions
- The 6Rs
- To understand the school rules and why we need rules to be safe and learn.
- Being responsible
- Understanding the Zones of Regulation
- Keeping Safe and Managing risks
- Setting targets for Year 1 and learning how to achieve goals.
- Knowing how to be kind and caring to our friends.



## ART & DESIGN

**Key Focus:** *Art in the local environment.*

### Drawing

- Explore use of pencils, colouring pencils, sketch pencils, tracing paper etc.
- Make marks/lines using a range of media.
- Investigate shading, tone and texture using a variety of mark making resources.
- Begin to use tone and line to represent objects seen or imagined.
- Explore thickness of line, depth and layering to achieve different effects.
- Explore shapes and pattern within drawing.
- Experiment with different pencil grades and understand why they are used.
- Create sculptures using natural materials from the environment.
- Take photographs of ephemeral sculptures.

## PHYSICAL EDUCATION

**Key Focus:** *How can I use the skills I learnt in gymnastic to perform for an audience?*

### Gymnastics

- Describe how the body feels before, during and after exercise.
- Points and patches – travelling over and on different body parts across a variety of high and low apparatus.
- Use running, jumping, catching and throwing.
- Balancing and sequencing movements.

**MUSIC** - Play rhythmic games - clapping and with instruments, clap and move to the pulse of a song, clap and move to the pulse of a song, sing a range of simple songs with actions to mark the steady beat.

**ICT** – Purple Mash: how to log in, online safety and grouping and sorting.