



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



**ENGLISH**

**Key Question:**  
*How is writing in information texts different to that in stories?*

**Reading linked to History**

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Link reading to own experiences
- Discuss significance of title & events
- Ask and answer questions.

**Writing to Inform**

- Write a fact file
- Write simple instructions
- Spell very common 'exception' words
- Read and write labels and captions
- 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 shapes.*

- Count to 20
- Count in 1s,
- Identify 'one more' and 'one less'
- Read & write numbers to 20
- Use language, e.g. 'more than', 'most'
- Use +, - and = symbols
- Odd and even numbers.
- Missing numbers.
- Solve one-step problems.
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems.
- Name and describe properties of 2D and 3D shapes

**SCIENCE**

**Key Question:**  
*Why do people have pets and what makes a good pet?*

**Seasonal Changes**  
**Physics**

- Make observations and respond appropriately.
- Make observations about the weather as the seasons change.
- Learn about the length of the day during different seasons.

**Biology**  
**Animals including humans**

- Understand that animals, including humans have offspring which grow into adults.
- Describe the basic needs of animals including humans for survival (water, food and air)
- Identify what pets are, why people have pets and how to care for them
- Understand how animals are adapted to their habitats.

**HISTORY**

**Key Question:**  
*Why was going to the moon such an important event in history?*

**Significant People from the Past**

- Changes in living memory.
- Lives of significant historical figures, including those from different periods.
- Find out about the achievements of Neil Armstrong.
- Sequence events related to the life of Neil Armstrong.
- Consider how his actions shaped history.
- Learn about the features of an era.
- Major historic events in the history of space travel.
- Learn about pros and cons of going to the moon.

**RELIGIOUS EDUCATION**

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

**Religion being studied – Christianity (Continued)**

- Talk about some simple ideas about Christian beliefs about God and Jesus.
- Discuss Bible stories, for example – The birth of Jesus
- 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 stories.
- Ask some questions about believing in God.
- Learn about the Christian Nativity Story.

**PSHE**

**Key Question:**  
*How can I keep myself and my friends safe?*

**Mental Health and Emotional Wellbeing**  
**Feelings**

- Express how to keep myself and others safe
- Know about Guy Fawkes/Bonfire Night
- Learn about and observe Remembrance Day
- Know about children in need
- Know how to make friends.
- Recognise choices we make and understand consequences.
- Understand what bullying is.
- Know what to do if I am feeling unsafe
- Understand what mental health is.



**DESIGN & TECHNOLOGY**

**Key Focus:**  
*Design, make and evaluate a rocket or moon buggy.*

**Mechanisms**

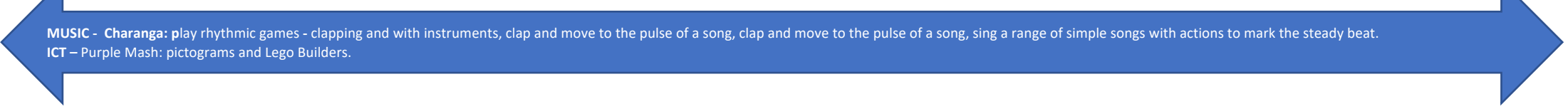
- Research moon buggies and rockets
- Design my own rocket or moon buggy
- Use different materials to create models
- Make a rocket or moon buggy based on designs using junk materials
- Join materials in different ways
- Use appropriate finishing techniques
- Talk about the look and purpose of the vehicle
- Evaluate work and discuss work with peers

**PHYSICAL EDUCATION**

**Key Question:**  
*What skills and techniques can I use to create/choreograph a dance performance?*

**Dance**

- Copy and repeat actions.
- Put a sequence of actions together to create a motif.
- Vary the speed of actions.
- Use simple choreographic devices such as unison, canon and mirroring.
- Begin to improvise independently to create a simple dance.
- Perform for others.
- Critique dances.
- Suggest improvements or additions.



**MUSIC - Charanga:** 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:** pictograms and Lego Builders.