

Year 1 Autumn Term 2020

Topic – Superhero, Superhero Me/Once Upon a Time

Class Text/s: Eliot Midnight Superhero

Traction Man is here

Little Red Riding Hood

Three Little Pigs

RE	Domestic Church Beginnings	Judaism Shabbat	Baptism Signs and Symbols	Advent/Christmas Preparations
English	<p>Reading</p> <ul style="list-style-type: none"> • Read simple sentences • Respond with the correct sounds to known graphemes • Blend sounds aloud when attempting to read new words • Re-read books to develop confidence • Use picture clues to help when reading simple texts • Listen to poems, stories and non-fiction making links to own experiences • Demonstrate an understanding when talking with others about what they have read • Retell key stories, fairy stories and traditional tales through role play • Answer questions about stories read • Identify features of books, e.g. title etc • Recognise predictable phrases • Listen to simple rhymes and poems and joins in with others when reciting them <p>Writing</p> <ul style="list-style-type: none"> • Sequence short narratives orally and pictorially based on real and fictional experiences • Say out loud what is going to be written about <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Compose phrases and sentences orally • Speak in sentences • Show an awareness of how full stops are used in writing or reading • Organise writing correctly (top to bottom, left to right) <p>Phonics/Spelling</p> <ul style="list-style-type: none"> • VC words • CVC words (short and long vowels) • Words with adjacent consonants • Some Common Exception Words / High Frequency Words • Words ending ff ll ss zz ck • Words with the /ng/ sound (n before k) • Name the letters of the alphabet in order <p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at the table and holds a pencil comfortably and correctly • Distinguish between lower case letters and capital letters 			
Mathematics	<p>Place Value</p> <ul style="list-style-type: none"> • Count forwards and backwards with numbers to 20 • Use the language of ordinal numbers- first, second, third... • Count, read and write numbers to 10 in numerals 			

	<ul style="list-style-type: none"> • Begin to sort objects into groups of 2s, 5s, 10 • Begin to count forwards in 2s, 5s, 10s • Say the numbers that come before and after a given number within 20 • Identify and represent numbers using objects and pictorial representations including the number line within 20 • Use the language of: equal to, more than, less than (fewer), most, least within 20 <p>Addition and Subtraction (within 10)</p> <ul style="list-style-type: none"> • Recognise and use mathematical language associated with addition and subtraction (+), subtraction (-) and equals (=) signs • Represent and use number bonds and related subtraction facts within 10 • Begin to add and subtract one-digit numbers to 10, including zero (using signs) • Solve one-step problems that involve addition and subtraction, using concrete objects <p>Measurement – Money</p> <ul style="list-style-type: none"> • Recognising coins • Counting coins
Science	<ul style="list-style-type: none"> • Gather and record data to answer a question – what happens to my height over the year? • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Understand that animals have senses to help individuals survive. (touch, smell, sight) • Know that animals have senses to help individuals survive. To understand when animals sense things they are able to respond • Identify and name a variety of common animals that are carnivores, herbivores and omnivores
History	<ul style="list-style-type: none"> • Recognise the difference between past and present • Sequence objects according to their age • Develop an awareness of significant historical place • Use sources to answer simple questions about the past • Ask and answer simple questions about the past through observing and handling a range of sources • Learn about significant historical places in the locality – Durham Cathedral
Geography	<ul style="list-style-type: none"> • Spot the differences between the seasons • Find clues to decide which season we are in • Understand where I am in the world • Locate on a map the seven continents • Locate on a map the oceans that link the continents • Describe where different continents are located • Identify the physical and human features of a continent
PE	<ul style="list-style-type: none"> • Master basic movements developing balance, agility and co-ordination • Perform gymnastic sequence with a balance, a travelling action, a jump and a roll • Explore the 5 basic shapes: straight/tucked/star/straddle/pike • Balance in these shapes on large body parts: back, front, side, bottom • Explore and develop balance on front and back

	<ul style="list-style-type: none"> • Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet • Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet • Begin to travel on hands and feet • Explore shape in the air when jumping and landing with control • Challenge balance and use of core strength by exploring and developing use of upper body strength • Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) • Work co-operatively in teams
Computing	<ul style="list-style-type: none"> • Log on to computers independently • Understand what code does • Understand that algorithms are precise instructions that are followed • Follow a simple algorithm • Devise a simple algorithm • Begin to be familiar with variables and 'debugging' programs • Understand and follow the rules for being safe online
Art and Design	<ul style="list-style-type: none"> • Discuss the artwork of LS Lowry • Control lines to create simple drawings • Draw on smaller and larger scales • Use a range of materials • Create my own artwork • Evaluate my own artwork
Design and Technology	<ul style="list-style-type: none"> • Research sliders and leavers • Explore sliders and leavers • Design a moving book • Create a moving book • Evaluate my product
Music	<ul style="list-style-type: none"> • Sing a song they know well • Identify the pulse in songs • Mark the pulse of a song with stamps/claps • Add an instrument to play on the beat and to play with the rhythm • Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting • Count with a steady pulse • Contribute ideas and control sounds as part of a class composition and performance

PE kit needed: Monday & Wednesday

Homework sent out: Friday

Homework due: Thursday

Spelling test: Friday