

Year - Term 1

What is it like here?

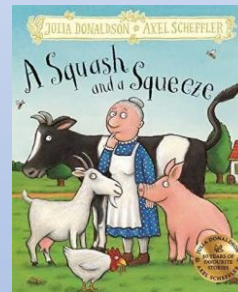
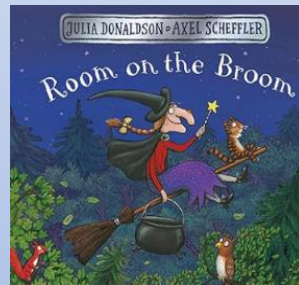
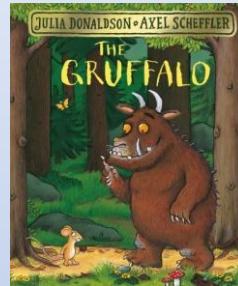
Core Subjects

Core Value Independence

Maths – Year 1

Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- Given a number, identify one more and one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Read and write numbers from 1 to 20 in numerals and words.



Our Core Texts

The Colour Monster
The Colour Monster Goes To School
"Room on the Broom" by Julia Donaldson
The Gruffalo by Julia Donaldson
A Squash and a Squeeze by Julia Donaldson

English

Reading

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Apply phonic knowledge to decode words until automatic decoding is embedded.
- Read common exception words, noticing unusual correspondence between spelling and sound.
- Re-read books, sounding out unfamiliar words accurately, to build up fluency.
- Understand the layout and features of a nonfiction book.

Writing

- Write for different purposes.
- Compose and write sentences.
- Sequence sentences to make a narrative.

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- form capital letters.
- form digits 0-9.
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Grammar, punctuation and spelling

- Use capital letters and full stops.
- Use finger spaces between words.
- Use conjunctions to join words and clauses.
- Spell common exception words.

Science

Animals, including humans (All About Me)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Music

Keeping the pulse

- Develop an understanding of 'pulse'
- Sing a sound pattern
- Play short rhythms in time with pulse
- Demonstrate an understanding of 'pulse' through performance.

Art

Drawing: Exploring line and shape

- Observing closely to add detail to drawings
- Developing shading skills
- Use line, shape and tone
- Using technology to enhance art
- Understanding that art can be made in different ways-

Design Technology

Mechanisms:

- Design and make a matching slider game

Years 1 - Term 1

What is it like here?

Foundation Subjects

Geography

What is it like where we live?

- Locate features on a photo of the school
- Know the name of the country, town or village where they live
- Draw a map of the class
- Use a map to find features of the school
- Plan and improve an area of the playground



Computing- Information technology around us

- Recognise the uses and features of information technology.
- Identify information technology both in school and beyond school.
- Explain how to use information technology safely.

PSHE

Being me in the world

- Identify when I feel special and safe.
- Identify some of my hopes and fears for this year.
- Recognise the choices I make and understand the consequences.

P.E.

Fundamentals and Team Building

- Master basic movements including running, jumping and catching.
- Participate in games and team games, developing key skills of communication and problem solving.

RE

Who do Christians say made the world? (Creation)

- Recognise that 'Creation' is the beginning of the 'big story' of the Bible.
- Understand what Christians mean when they say that God made the world.
- Identify what Christians do to say 'thank you' to God for Creation.

RSHE

My Feelings

- Communicate about feelings, to recognise how others show feelings and know how to respond.