

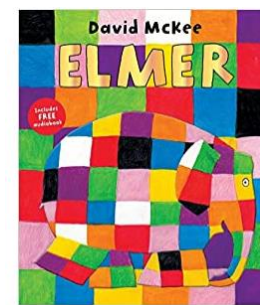
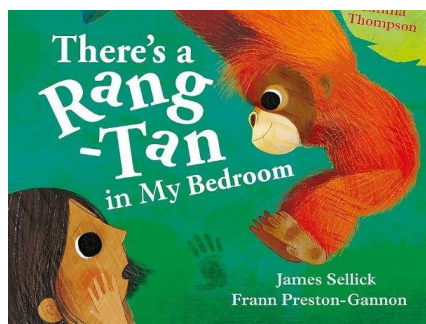


## YEAR 1 / AUTUMN 1

### Who are 'Significant' people ?

| ACADEMIC EXCELLENCE   | LIFE LONG LEARNING  | POSSIBILITIES and RISKS   | SOCIAL INTELLIGENCE  |
|---|---|---|--|
| <p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p> | <p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p> | <p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p> | <p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p> |

#### KEY TEXTS





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| <b>ACADEMIC EXCELLENCE</b>     | <p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Set challenging goals and work towards these</li> <li>✓ Focus on next steps and act on feedback to improve</li> <li>✓ Review progress against own targets</li> <li>✓ Know that only our best is good enough</li> </ul>  |
| <b>POSSIBILITIES AND RISKS</b> | <p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Provide challenging learning opportunities for children to be outside their comfort zone</li> <li>✓ Encourage independence when working on tasks</li> <li>✓ Join in whole class situations and 'have at go' when working independently</li> <li>✓ Introduce School and Class Council</li> </ul> |

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| <b>LEARNING TO LEARN</b>   | <p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Review and develop our understanding of the 5Rs with particular focus on 'Readiness to Learn' in Autumn 1</li> <li>✓ Celebrate successes and learn from our mistakes</li> <li>✓ Work towards Learning to Learn Awards</li> <li>✓ Model effective learning skills</li> </ul>   |
| <b>SOCIAL INTELLIGENCE</b> | <p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Encourage children to take on roles according to their preferences and personalities</li> <li>✓ Discuss and adapt behaviours according to environments and audiences – home, school, school visits</li> <li>✓ Modelling skills for social intelligence – sharing / turn taking</li> <li>✓ Deliver assemblies linked to the school aims</li> </ul> |



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| <b>ENGLISH</b> | <b>READING</b>            | <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>✓ Draw on what they already know</li> <li>✓ Recognise and join in with predictable phrases</li> <li>✓ Become familiar with key stories and fairy stories at a level beyond which they can read independently</li> </ul>   |
|                | <b>WRITING</b>            | <ul style="list-style-type: none"> <li>✓ Say out loud what they are going to write about</li> <li>✓ Compose a sentence orally before writing it</li> <li>✓ Begin to form lower case letters correctly</li> <li>✓ Use capital letters and full stops in sentences</li> <li>✓ Finger spaces between words</li> <li>✓ Join clauses using 'and'</li> </ul> |
|                | <b>SPELLING / PHONICS</b> | <p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>✓ Apply phonic knowledge and skills to decode words</li> <li>✓ Respond speedily to the correct sound to grapheme</li> <li>✓ Name letters of the alphabet in order</li> <li>✓ HFW - spellings</li> </ul>  |
|                | <b>SPOKEN LANGUAGE</b>    | <ul style="list-style-type: none"> <li>✓ Read your writing aloud so that teachers and peers can hear you</li> <li>✓ Discuss what you have written with a teacher using a clear voice</li> </ul>  |

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| <b>MATHS</b> | <p><b>Numbers to 10</b></p> <ul style="list-style-type: none"> <li>✓ Counting objects</li> <li>✓ writing the numbers</li> <li>✓ ordering and comparing amounts</li> </ul> <p><b>Number bonds to 10</b></p> <ul style="list-style-type: none"> <li>✓ Making number bonds</li> <li>✓ Making number stories</li> </ul> <p><b>Addition to 10</b></p> <ul style="list-style-type: none"> <li>✓ Add using number bonds</li> <li>✓ Counting on</li> <li>✓ Number sentence writing and solving</li> <li>✓ Number stories</li> </ul> |
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| <b>SCIENCE</b> | <p><b><u>Work Scientifically</u></b></p> <ul style="list-style-type: none"> <li>✓ Ask simple questions and recognise that they can be answered in different ways</li> <li>✓ Observe closely, using simple equipment</li> <li>✓ perform simple tests</li> <li>✓ Identify and classify</li> <li>✓ Use their observations and ideas to suggest answers to questions</li> <li>✓ Gather and record data to help in answering questions</li> </ul> <p><b><u>Biology</u></b></p> <ul style="list-style-type: none"> <li>✓ Identify, name, draw and label the basic parts of the human body</li> <li>✓ Say which part of the body is associated with which sense</li> </ul>  |
| <b>HISTORY</b> | <p><b><u>The lives of significant individuals in the past who have contributed to national and international achievements.</u></b></p> <ul style="list-style-type: none"> <li>✓ Know the year they were born on a timeline</li> <li>✓ What does 'significant' mean? Who are significant individuals?</li> <li>✓ Compare the lives of Mary Seacole and Florence Nightingale. What is the same? What is different?</li> <li>✓ Know how nursing and medicine has changed over time.</li> <li>✓ Know how actions of significant individuals have an impact on the world today</li> <li>✓ Use words and phrases such as: a long time ago, recently and years to describe the passing of time in relation to Florence Nightingale</li> </ul> |

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| <b>COMPUTING</b> | <p><b><u>Digital Literacy</u></b></p> <ul style="list-style-type: none"> <li>✓ To log in safely.</li> <li>✓ To learn how to find saved work</li> <li>✓ To learn how to search to find resources</li> <li>✓ To start to add pictures and text to ,work.</li> <li>✓ To learn how to open, save and print.</li> <li>✓ To understand the importance of logging out</li> </ul> <p><b><u>Grouping and Sorting (2DIY)</u></b></p> <ul style="list-style-type: none"> <li>✓ To sort various items offline and online using a variety of criteria</li> </ul> |
| <b>GEOGRAPHY</b> | <ul style="list-style-type: none"> <li>✓ Use maps atlases and globes to locate different countries ( link to History work)</li> <li>✓ Use positional language north/south/east/west</li> <li>✓ What's in the news? Relevant stories and global impact, where in the world?</li> </ul>   |



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| MFL               | NOT COVERED IN KS1   | PHYSICAL EDUCATION  | <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>✓ To explore travelling movements.</li> <li>✓ To develop and combine travelling movements.</li> <li>✓ To develop quality when performing and linking shapes.</li> <li>✓ To develop quality when linking shapes.</li> <li>✓ To develop stability and control when performing balances.</li> <li>✓ To develop stability and control when performing balances.</li> </ul> <p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>✓ To explore balance, stability and landing safely.</li> <li>✓ To explore how the body moves differently when running at different speeds.</li> <li>✓ To explore changing direction and dodging.</li> <li>✓ To explore jumping, hopping and skipping actions.</li> <li>✓ To explore co-ordination and combination jumps.</li> <li>✓ To explore combination jumping and skipping in an individual rope.</li> </ul> |
| DESIGN TECHNOLOGY | NOT COVERED THIS HALF TERM   |                     | ART AND DESIGN   |
| MUSIC             | <ul style="list-style-type: none"> <li>✓ Respond to, and demonstrate fast and slow movement to music. (Tempo)</li> <li>✓ Recognise longer and shorter sounds. (Rhythm)</li> <li>✓ Show the underlying beat of simple, familiar songs</li> <li>✓ Respond to the quality of simple contrasting rhymes and songs, showing that some march and others skip (Metre)</li> <li>✓ Join in with class, performing new and known material</li> </ul> | RELIGIOUS EDUCATION | <ul style="list-style-type: none"> <li>✓ Discuss how some people believe in God</li> <li>✓ Identify how Christians and Jews believe God is the creator</li> <li>✓ Know why Shabbat is special to Jews</li> </ul>   |
| PSHE              | <p><b>Healthy Living (Keeping Clean)</b></p> <ul style="list-style-type: none"> <li>✓ Keeping Clean Day- know how to keep clean and look after oneself</li> <li>✓ Importance of exercise</li> <li>✓ Eating healthily (Eat Well Plate)</li> <li>✓ What are our fears and worries?</li> <li>✓ No Outsiders- 'To like the way I am'</li> <li>✓ Learn about 'My Happy Mind' and keeping the brain healthy</li> </ul>                           | ENRICHMENT          | <ul style="list-style-type: none"> <li>✓ Harvest Festival</li> <li>✓ Use of books from the Educational Library Service</li> </ul>  |