

In spoken language, your child will learn to:

- En SL 5** Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En SL 2** Ask relevant questions to extend their understanding and knowledge.
- En SL 4** Articulate and justify answers, arguments and opinions.

SPAG: Spelling, Punctuation and Grammar (SPAG):

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- Know how the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
- Name the letters of the alphabet in order
- Know how words can combine to make sentences
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use capital letters for names and for the personal pronoun I
- Use the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
- Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

PSHE

Who am I?

Accepted (self-worth)

Rooted (Belonging)

"Your identity is your most powerful possession. Protect it." Elastigirl, The Incredibles. Who am I becoming?

My story

Where am I heading?

"What you seek is seeking you." Rumi

In writing, your child will learn to:

- En W C 1b** Compose a sentence orally before writing it.
 - En W C 2** Discuss what they have written with the teacher or other pupils.
 - En W C 1d** Re-read what they have written to check that it makes sense.
 - En W C 1a** Say out loud what they are going to write about.
 - En W C 3** Read aloud their writing clearly enough to be heard by their peers and the teacher.
 - En W C 1c** Sequence sentences to form short narratives.
- Creative writing will be taught alongside our school author.**

In reading, your child will learn to:

- En R C 1f** Discuss word meanings, linking new meanings to those already known.
- En R C 2a** Draw on what they already know or on background information and vocabulary provided by the teacher.
- En R C 1c** Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Maths Mastery: Autumn 1

Numbers within 10

Count, read, write, identify, represent, double and half, and use comparative language.

Addition and subtraction within 10

Combination and partitioning. Represent and use number bonds; read, write, interpret, represent and solve.

Shapes and patterns

Recognise common 2-D and 3-D shapes; describe position, direction and movement.



Enchanted Wood

Autumn 1

Year 1

In science, your child will learn to:

- Sc P 1** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
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- Sc A 1** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Sc P 2** Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Sc WS 4** Identify and classify.
- Sc P 1** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Safeguarding: Rights and responsibilities

Bullying including cyber

How can I be a good friend?

Look at attributes of good friends, identify in ourselves and others

Describe features of friendships.

Design Technology:

DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable.

DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

R.E

Beliefs and Big Questions

This unit explores the core of our philosophical approach to RE through encouraging the children to ask and reflect on big questions.

Home Learning Ideas: Plant some daisies, poppies, or other wild flowers. Draw and write a flower diary about the changes you see each week. Take photographs or draw pictures to show your flowers as they grow and change. Take your family for a woodland walk near your home. Take photographs of interesting flowers or trees to show your friends at school.

Global Partnership: How we should treat other people- The Lion and the Mouse story - ideas for developing your Oasis Global Partnership-

Through the Window explore what it looks like through the Oasis Zimbabwe office window.

Music:

Create a vocal and instrumental soundscape to represent the woodland -sing together with expression-listen and notice musical elements- use musical elements with instruments- play instruments with control- following a pulse- perform together- listen and notice musical patterns- recreate musical patterns vocally and with instruments- create own bird sounds

Create performance in response to source perform together to compose rain sounds- learn about crescendo and decrescendo-read and create own graphic notation/score to create a final piece to perform- play instruments with control using knowledge of musical elements listen and respond to a variety of music by renowned composers.

Music will be taught alongside a specialist music teacher.

Physical Education:

PE 2 Participate in team games, developing simple tactics for attacking and defending.

Dance - Perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape. • Dance - Copy short motifs (a short phrase, movement or gesture that is repeated.) • Dance - Link two or more actions together. • Begin to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities

Geography:

Ge SF 3 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Ge SF 2 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.

Art and Design:

AD 1 Use a range of materials creatively to design and make products.

AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

AD 3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Annika, our school artist will provide support art and design lessons and projects.

Art and design will be taught alongside our school artist.

Class Reading:

The Magic Faraway Tree



Key Knowledge: There are two types of woodland: coniferous woodland is mostly made up of evergreen trees with needle like-leaves, while deciduous woodland is home to trees with broad, flat leaves. The age of some trees can be estimated by how many adults it takes to hug them. A Christmas tree is traditionally an evergreen. Yew trees can live for over a thousand years. Generations of badger families can live in the same sett for up to 100 years. Woodpeckers sound out hollows in trees with their long bills and catch insects with a long sticky tongue. The grass snake is the largest species of snake to be found in Britain: it grows up to two metres long. They like damp woodland homes, often hibernating in abandoned rabbit warrens. Foxes sleep during the day and come out at twilight. A fox only uses an underground den when raising new pups. Foxes have whiskers on their faces and legs. The oldest tree in the UK is believed to be the Fortingall Yew near Aberfeldy in Scotland. It is thought to be between 2000-3000 years old.

Computing:

Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Trip/ Visitors:

Trip: **Common**

Visitors: **Common Ranger**

Learning Power: Anita 'keep trying' Ant

