

### Spoken Language:

Participate in discussions, presentations, performances, role play, improvisations and debates • Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings • Speak audibly and fluently with an increasing command of Standard English • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

### Science

• Distinguish between an object and the material from which it is made • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees • Ask simple questions when prompted • Suggest ways of answering a question • Make relevant observations • Conduct simple tests, with support • With prompting, suggest how findings could be recorded • Recognise findings • Gather and record data.

# Year 1 Autumn 2



### Reading:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
  - Read accurately by blending sounds in unfamiliar words containing GPCs\* that have been taught \*Grapheme-Phoneme Correspondences
  - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
  - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
  - Read other words of more than one syllable that contain taught GPCs
  - Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: ⇒ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ⇒ being encouraged to link what they read or hear read to their own experiences ⇒ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ⇒ recognising and joining in with predictable phrases ⇒ learning to appreciate rhymes and poems, and to recite some by heart ⇒ discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by: ⇒ checking that the text makes sense to them as they read and correcting inaccurate reading ⇒ drawing on what they already know or on background information and vocabulary provided by the teacher ⇒ discussing the significance of the title and events ⇒ making inferences on the basis of what is being said and done

### Spelling, Punctuation and Grammar (SPAG):

- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest • Use regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- Know how words can combine to make sentences • Join words and join clauses using and • 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 subordination (using when, if, that, because) and co-ordination (using or, and, but) • Use expanded noun phrases for description and specification • Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or

### Writing:

- Write sentences by: ⇒ Saying out loud what they are going to write about ⇒ Composing a sentence orally before writing it ⇒ Sequencing sentences to form short narratives ⇒ Re-reading what they have written to check that it makes sense • Join words and join clauses using 'and' • Read aloud their writing clearly enough to be heard by their peers and the teacher • Discuss what they have written with the teacher or other pupils • Leave spaces between words • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Sit correctly at a table, holding a pencil comfortably and correctly • Form lower-case letters in the correct direction, starting and finishing in the correct place • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these • Form capital letters • Form digits 0-9

**Maths:** 1. Numbers to 10 • count to ten, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 10 in numerals and words • 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 • given a number, identify one more and one less • count in multiples of two • double and halve numbers within 10 • estimate numbers within 10 2. Addition and subtraction within 10 (Combination and partitioning) (2 weeks) • represent and use number bonds and related subtraction facts [within 10] • add and subtract one-digit numbers [to 10], including zero • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems 3. Shapes and patterns (2 weeks) • recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] • describe position, direction and movement, including whole and half turns.

**Dinosaurs**

# Dinosaurs

In computing, your child will learn to:

**Co 3** Use logical reasoning to predict the behaviour of simple programs.

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

## Art and Design

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

**AD 3** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

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

## P.E

**PE 3** Perform dances using simple movement patterns.

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



Trips: Natural History Museum

Visitor: Forest Fun Teacher

## History

**Hi 2** Learn about events beyond living memory that are significant nationally or globally.

## Geography

**Ge LK 1** Name and locate the world's seven continents and five oceans.

## Design Technology

**DT M 1** Select from and use a range of tools and equipment to perform practical tasks.

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

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

## Music

**Mu 2** Play tuned and untuned instruments musically.

**Mu 1** Use their voices creatively and expressively by singing songs and speaking chants and rhymes.

## R.E

**KS1 Inspirational People: Leaders and Teachers – What can we learn from figures who have an influence on others locally, nationally and globally in religion and beliefs?**

**Global Partnership: Zimbabwe**  
Introduction to Oasis Zimbabwe Partnership.

If the world were a village assembly

## Safeguarding Curriculum

**How can I be a good friend?**

Look at attributes of good friends, id and others

Describe features of friendships

Home Learning Ideas: research more amazing facts about the age of the dinosaurs. • Visit a tropical animal centre or shop to have a closer look at some modern day reptiles. Take some photographs to show your class.



# Autumn 2

# Year 1

## PSE

**Hopeful-** to seek transformation.  
What can I imagine?  
What can we imagine?  
“Hope is being able to see that there is light despite all of the darkness.” Desmond Tutu  
Imagination matters  
Imagination stretched  
**Joyful**  
Being joyful and bringing joy

**Key Knowledge:** To know how to classify familiar animals according to whether they are invertebrates, fish, amphibians, reptiles, birds and mammals.

To understand how to sequence the story of a significant historical figure.

To be able to identify whether an animal is a carnivore, herbivore or omnivore and how we might know this from their physical appearance.

To be able to identify and name a range of common animals from the local and wider environment.

To understand how to make simple connections between ideas and events using some formulaic phrases (e.g. ‘last week’, ‘first’, ‘next’, ‘then’, ‘after that’ and ‘finally’), including those to indicate the start or end of a text (e.g. ‘Once upon a time’ or ‘They lived ever after’).

How to identify and name common and trees found growing in the