

Literacy

We will:

- Engage in daily phonics lessons.
- Engage in daily guided reading sessions.
- Apply phonic knowledge and skills to decode unknown words.
- Spell tricky words at a phase suitable to their learning stage.
- Act out stories and poems through drama and role play.
- Recognise, write, and match upper- and lower-case letters confidently and from memory.
- Work on forming upper- and lower-case letters correctly.
- Repeat a simple sentence and then use in writing so that it can be read by themselves and others.
- Separate words with spaces.
- Use full stops to demarcate simple sentences.
- Use a capital letter for the personal pronoun I.
- Identify and use question marks.
- Use the joining word 'and' to link clauses in sentences.
- Orally plan and sequence ideas in a narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse ideas linked to non-fiction.
- Orally compose every sentence before writing.
- Orally compose and write sentences to form short narratives.
- Orally compose simple sentences to write short non-fiction texts, e.g. information text, postcard, instructions.
- Discuss their writing with adults and peers, giving an opinion, e.g. I like my story because...

P.E. (Wednesday and Friday)

As athletes we will:

Take part in ball skills and simple games. Master basic movements including running, jumping, throwing, and catching, thereby developing balance, agility, and coordination. Begin to apply these in a range of activities.

Art and Design

As artists and technologists, we will:

- Use drawing and painting to develop and share ideas.
- Study the work of artists (self-portraits), Discuss and look at the work of Andy Warhol. Thinking about which colours create different moods. Use clay to make a face/self-portrait.
- Learn about cooking and nutrition and use the basic principles of a healthy and varied diet to prepare dishes.
- Begin to understand where food comes from.

Science

As scientists we will:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Observe the changes across the four seasons. (Ongoing)
- Observe and describe weather associated with the seasons and how day length varies. (Ongoing)

ICT

As IT technicians we will:

- Explore a range of control toys and digital devices such as:
 - Beebots
 - Microphones
- Interactive board to draw images and write numbers and words.

Numeracy

As mathematicians we will:

- Count reliably at least 20 objects, recognising that when the objects are rearranged the number of objects stays the same; estimate several objects that can be checked by counting.
- Compare and order numbers, using the related vocabulary.
- Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line.
- Say the number that is 1 more or 1 less than any given number, and 10 more or 10 less than any given number.
- Relate addition to counting on. Understand subtraction as 'take away' and find a 'difference' by counting up.
- Use the vocabulary related to addition and subtraction and use appropriate symbols.
- Ask and answer questions, make relevant contributions, offer suggestions.
- Describe simple patterns and relationships involving numbers or shapes.
- Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts.
- Handle data and measures.

Year One Topic Overview Autumn 1:

Me and My Body

Geography

As geographers we will:

- Use basic geographical vocabulary.
- Talk about our home and the town/village we live in.
- Listen to stories about children who live in other parts of the world and compare this to our own lives here in the UK.
- Locate other countries in the world using atlases, maps, and globes.

History

As historians we will:

- Create a Timeline of objects.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements - e.g. Florence Nightingale and Mary Seacole.
- Discuss changes within living memory.
- Use phrases like 'old/new/long time ago'.