

## English

**In English we will cover the following topics (an example of a book linked to each topic is listed):**

**Labels, lists and signs:** *The Very Hungry Caterpillar* by Eric Carle

**Stories in familiar settings:** *Knuffle Bunny* by Mo Willems

**Stories linked to emotional wellbeing:** *The Colour Monster* by Anna Llenas

**Non-fiction:** Report Writing focused on plants/animals.

**Poems with Pattern and Rhyme:** *The Gingerbread man* by Audrey Daly

**In lessons children will be learning to:**

- writing in cursive script
- leaving spaces between words
- punctuate sentences using a capital letter and a full stop, a question mark or exclamation mark
- use capital letters for proper nouns (the names of people, places, days of the week, etc.).
- 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

## Music

- exploring Sounds (Music Express 1) / Baseline Assessment / Harvest
- exploring duration (Music Express 1) / Nativity

## Art

- Portraiture/famous masterpieces
- Materials and stimuli for compositions

## DT

- Making our own wire sculptures
- Food and designing and making our own healthy snacks

## Computing

- We are TV chefs
- E SAFTEY

## History

Toys from the past

- explain what they know about toys today
- explain how we can find out about the past
- describe features of different toys
- recognise old and new toys
- use words relating to the passing of time

## RE

- What responsibility has God given people about taking care of Creation?
- Why are saints important to Christians?
- Nativity characters: Which character are you? Why are you important?



## **Year 1**

### **Autumn Term 2020-2021**

## PE

Multi skills/Passing and receiving

- explore basic skills actions and idea with increasing control
- describe what they have done
- how important it is to be active
- use movement imaginatively, responding to stimuli, including movement and performing basic skills

## Geography

- Locating castles around the UK (our Monarchy link)
- Naming the features of castles from the past, villages, towns, farms, cities

### PROJECT

To research and create a 3D model of a castle found in the UK including the key features i.e. turrets.

## Maths

**Number: Place Value**

Count to ten, forwards and backwards /Count, read and write numbers to 20 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 or one less/Count in multiples of twos. Count in multiples and fives.

**Number: Addition and Subtraction**

Represent and use number bonds and related subtraction facts (within 20) /Add and subtract one digit numbers (to 20), 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.

**Geometry: Shape**

Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres/Describe position, direction and movement, including whole, half, quarter and three quarter turns.

**Time**

Tell the time to the hour and half past the hour. Recognize and use language relating to dates, including days of the week, weeks, months and years.

**Measurement**

Height and length.

## Science

### Plants

- 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.

### Animals including humans

Children will be learning about the different parts of the body and their functions. They will be learning about our 5 senses and investigating how these are used.

### Project

Children will be asked to create an animal home and then be encouraged to write a fact file about the animal that they have chosen.