

Year 1 2022-23	Autumn 1	Autumn 2
Maths	<p>Place Value (within 10) Sort objects Count objects Count objects from a group of 10 Represent objects Represents numbers to 10 Count forwards Count backwards Count one more Count one less One to one correspondence Compare objects Introduce <, > and = Compare numbers Order objects Order numbers Ordinal numbers The number line</p> <p>Number and Subtraction (within 10) Part-whole model Addition symbol Fact families - addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds</p>	<p>Number and Subtraction (within 10) Addition - adding together Addition - adding more Addition - using bonds Finding a part Subtraction - taking away, how many left? Subtraction - taking away, how many left? Symbol Subtraction - find a part, breaking away Fact families - the 8 facts Subtraction - counting back Subtraction - finding the difference Comparing addition and subtraction statements</p> <p>Geometry - Shape Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns with 3D and 2D shapes</p> <p>Place value (within 20) Numbers from 11 to 20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers</p>

English	<p>‘Monkey Puzzle’, ‘Dogger’ and ‘Out and About Poems’</p> <p>Sentence types - Complete sentences Grammar - Capital letters, full stops and finger spaces</p> <p>Capital letters for names and for the personal pronoun ‘I’ Separation of words with spaces Introduction to capital letters and full stops to demarcate sentences.</p> <p>Writing purpose - <u>Writing to entertain</u> - Description <u>Writing to entertain</u> - Narrative <u>Writing to entertain</u> - Poetry</p>	<p>‘Old Bear’ and ‘Rumplestiltskin’</p> <p>Sentence types - ‘And’ sentences Grammar - Capital letters, full stops and question marks</p> <p>How words can combine to make sentences Joining words and joining clauses using ‘and’ Separation of words with spaces Capital letters and full stops to demarcate sentences. Introduction to question marks to demarcate sentences.</p> <p>Writing purpose - <u>Writing to inform</u> - Recount <u>Writing to entertain</u> - Description <u>Writing to entertain</u> - Narrative</p>
Science	<p>Everyday materials</p> <p>I can compare and group everyday materials I can identify and name everyday materials I can select objects made of everyday materials I know that some materials can be hard, soft, heavy, and light... I know how to distinguish the material of an object</p>	<p>Everyday materials</p> <p>I can compare and group everyday materials I can identify and name everyday materials I can select objects made of everyday materials I know that some materials can be hard, soft, heavy, and light... I know how to distinguish the material of an object</p>
History	<p>Changes in Living Memory - Ourselves- How have I changed?</p> <p>How do we spend our days? School, pastimes. Our parents and grandparents. How can we learn about the past by asking people who were there, such as our parents and grandparents. Artefacts and evidence.</p>	
Geography		<p>The UK</p> <p>To use basic geographical vocabulary to refer to physical and human features</p>

		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To explore the physical features of the United Kingdom</p> <p>Name the four seasons and describe typical weather conditions for each of them in the UK.</p>
Computing	<p>Technology around us</p> <p>I can identify technology</p> <p>I can identify a computer and its main parts</p> <p>I can use a mouse in different ways</p> <p>I can use a keyboard to type</p> <p>I can use a keyboard to edit text</p> <p>I can create rules for using technology responsibly</p>	<p>Digital painting</p> <p>I can describe what different freehand tools do</p> <p>I can use the shape tool and the line tools</p> <p>I can make careful choices when painting a digital picture</p> <p>I can explain why I chose the tools I used</p> <p>I can use the computer on my own to paint a picture</p> <p>I can compare painting a picture on a computer and on paper</p>
RE	<p>Does God want Christians to look after the world?</p> <p>I am learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p>	<p>What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?</p> <p>I am learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p>
Music	<p>How Can We Make Friends When We Sing Together?</p> <p>Introducing beat and pulse</p> <p>Listening • Singing • Playing • Improvising and Composing</p> <p>• Performing</p>	<p>How Does Music Tell Stories about the Past?</p> <p>Adding Rhythm & Pitch</p> <p>Pitch - high/low Duration - long/short</p> <p>Songs: Twinkle, Twinkle, Daisy Bell, Rockabye Baby, I'm a Little Teapot</p>
Art	<p>Artist Study: Andy Goldsworthy</p> <p>Sculpture: (natural materials)</p> <p>The children will use a range of materials creatively to design and make products.</p> <p>The children will learn about the concept of 'Nature Sculptures' and they will have the opportunity to learn about</p>	

	<p>different kinds of nature sculptures and to explore the work of Andy Goldsworthy. Each lesson focuses on a different technique using natural materials; model marking, observational drawing, collecting material and group sculpture building. By the end of this unit the children will create a multimedia collage to bring together and celebrate their work.</p>	
D&T		<p>Mechanisms - Sliders and levers I can make a simple lever or slider I can design my own moving picture I can make my own moving picture I can evaluate my product</p>
RSE	<p>Me and My Relationships Why we have classroom rules Thinking about feelings Our feelings Feeling and Bodies Our Special People Balloons Good Friends</p>	<p>Valuing Differences Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!</p>
PE	<p>Fundamentals To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping, and skipping actions. To explore co-ordination and combining jumps. To explore combination jumping and skipping in an individual rope.</p> <p>Sending & Receiving To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to small games.</p>	<p>Fitness To develop knowledge about how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise.</p> <p>Invasion To develop dribbling towards a goal and understand what being 'in possession' means. To understand who to pass to and why when playing against a defender. To move towards a goal with the ball. To support a teammate when in possession. To move into space showing an awareness of defenders. To be able to stay with a player when defending.</p>

