

Year One - Autumn Term - First Half - Miss Atkinson - St Bridget's Primary School.

	Week 1	Week2	Week 3	Week 4	Week 5	Week 6	Week 7
Subject							
English	Recount	Roald Dahl	Stories in familiar settings	Labels, lists and signs	Labels, lists and signs	Songs and repetitive poems	Songs and repetitive poems
	<ul style="list-style-type: none"> • Write about holidays • Class rules • letter formation • write in sentences CL/FS 	<ul style="list-style-type: none"> • Talk articulately about something using clear voice and appropriate vocabulary • Link their own experiences to the experiences of a character in a story • Write and spell words using knowledge of phoneme to grapheme representations • Begin to use knowledge of spelling patterns and rules in own writing. • Check the book makes sense to them as they read and correcting themselves as they go • Make inferences from what is happening and predict what may happen next. • Write what someone says in a speech bubble. • Write in complete 	<ul style="list-style-type: none"> • Read and spell words using the /oi/ phoneme with several graphemes to represent it. • Plan a story based on one read. • Discuss with others what their story will be about. • Say out loud what they are going to write • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check it makes sense • Check that their story is making sense by re-reading 	<ul style="list-style-type: none"> • Sequence the events in a familiar story • Write and spell words using knowledge of phoneme to grapheme representations • Use increasing phonic knowledge to read unfamiliar words • Act out parts of a familiar story and invent new parts. • Use phonic knowledge to write labels. • Read descriptive phrases with confidence. • Write short descriptive phrases. • Read a short dialogue based on a familiar story. • 2. Role play and act out a 	<ul style="list-style-type: none"> • Write alternative endings to a story using imagination. • Discuss reasons for their predictions. • Write names using a capital letter. • Use phonic knowledge to write new words. • Compose a sentence orally before writing it • Write a descriptive sentence. • Punctuate a sentence correctly. • Re-read writing to check it makes sense. • Write a 'Wanted' poster. • Write questions and answers. • Read own writing aloud. • Read descriptions 	<ul style="list-style-type: none"> • Read and enjoy poems • Use phonic and other clues such as rhyme to help read unfamiliar words • Reading a text independently and as part of a small group. • Perform a text using appropriate spoken clear English. • Copy a text using neat handwriting • Leave spaces between words and form letters correctly. • 	<ul style="list-style-type: none"> • Re-read own writing to check it makes sense. • Use neat handwriting to write a poem. • Check that the poem is correctly written by saying it aloud. • Learn a poem by heart • Continue writing a poem, writing an extra line. • Say a line out loud before writing it. • 3. Check that what they have written makes sense.

		<p>sentences with correct punctuation.</p> <ul style="list-style-type: none"> • Use a capital 'I' for the personal pronoun. • Know letter names as well as their sounds. • Form lower case letters correctly • 3. Form uppercase letters correctly. • HFW TEST 	<p>it carefully.</p> <ul style="list-style-type: none"> • Compose sentences orally before writing them • Sequence sentences to form short narratives. • Complete their story, re-reading to check it makes sense. • 2. Read aloud their writing clearly enough to be heard by their peers 	<p>short dialogue.</p>	<p>using phonic knowledge and knowledge of familiar words.</p> <ul style="list-style-type: none"> • 2. Write names with apostrophes. 		
	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Geometry: Shape
Maths	<ul style="list-style-type: none"> • Count forward in order from 0 - 10. • Count backwards in order from 10 - 0. • Count groups of objects up to 10. • To count forwards within 10 from any given number. • To count backwards within 10 from any given number. • To understand and investigate the meaning of zero. 	<ul style="list-style-type: none"> • To understand and investigate the meaning of zero. • To write numbers to 10. • Compare numbers of objects (equal to, more than, less than (fewer), most, least) • To identify 1 more than any number to 10. • To identify 1 less than any number to 10. 	<ul style="list-style-type: none"> • To order numbers within 10. • To count in multiples of 2 from 0. • To count in multiples of 2 starting at any number within 10. 	<ul style="list-style-type: none"> • Make number bonds for the numbers 1 - 10 (part, part, whole). • Make number stories using number bonds for the numbers 1 - 10. • To add numbers within 10 using number bonds. • To add numbers within 10 by counting on. • To make addition 	<ul style="list-style-type: none"> • To solve addition picture problems. • To subtract within 10 by crossing out. • To subtract within 10 by using number bonds. • To subtract within 10 by counting back. • To make subtraction stories. 	<ul style="list-style-type: none"> • To solve subtraction picture problems. • To write addition and subtraction equations. • To complete missing number sentences. 	<ul style="list-style-type: none"> • Recognise 2D shapes - rectangles, squares, circles and triangles. • Recognise 3D solids - cuboids, spheres, pyramids. • To describe the position of objects - top, middle, bottom, front, behind, above, below. • To describe the movement of objects - up, down, forwards, backwards. • To describe how an object turns - whole, half,

				stories.			quarter, three quarter turn.
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Science	Animals including Humans	Animals including Humans	Animals including Humans	Animals including Humans	Seasonal Change	Significant Scientist	
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals	identify and name a variety of common animals that are carnivores, herbivores and omnivores	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	observe changes across the 4 seasons	Sir Issac Newton Gravity Make spinners Link to Seasonal Change	
History How have Toys changed?	Toys	Toys	Toys	Significant Person	Significant Person	Toys	Toys
	What do you know about toys? What were they made from What toys did grandparents have?	Look at why your toy is your favourite - What is it made from? What did toys used to be made from?	How have toys changed in a living memory	Christopher Columbus	Neil Armstrong	TRIP - Tullie House	Trip recount
R.E	Gods Great Plan	Gods Great Plan	Gods Great Plan	Gods Great Plan	Gods Great Plan	Gods Great Plan	
	Be aware of the beauty of God's world. Explore and respond to the wonders of creation.	Hear about the story of Creation from Genesis and talk about its meaning.	Reflect on the knowledge that God made us because he loves us.	Be aware that we have a responsibility to look after God's world and not to spoil it.	Hear an appropriate part of the story of Noah and the Flood and respond to its promise and hope.	ASSESSMENT	Lectio Divina
P.E.	Multi-skills with Dan	Multi-skills with Dan	Multi-skills with Dan	Multi-skills with Dan	Multi-skills with Dan	Multi-skills with Dan	Multi-skills with Dan
	Team Games Using Agility	Team Games Using Agility	Team Games Using Agility				
Computing	E Safety	Controlling a Programmable Toy	Controlling a Programmable Toy	Controlling a Programmable Toy	Controlling a Programmable Toy	Controlling a Programmable Toy	
	Keep your details safe	Use directional language	Program a controlled device in order for it to move	Program a controlled device using specific instructions	Program an onscreen device and recognise the differences between floor and onscreen devices	To develop and record sequences of instructions to control the floor turtle, and predict and test results.	

	Hectors World.						
Art	Link to Science painting themselves		Link to designing Christmas Card Cauliflower Cards				
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		to use a range of materials creatively to design and make products				
Design & Technology			Link to English - Dogger				
			<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks 				
Music	Link to Science HSKT						
	use their voices expressively and creatively by singing songs and speaking chants and rhymes						

