|  |  |  |
| --- | --- | --- |
| **YEAR GROUP: 1** | **TERM: Autumn 2** | **TITLE: Moon Zoom** |
| ENGLISH | MATHS | SCIENCE |
| **Spoken Language**   * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * select and use appropriate registers for effective communication   **Reading: Word 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 * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * 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 * re-read these books to build up their fluency and confidence in word reading   **Reading: Comprehension**   * develop pleasure in reading, motivation to read, vocabulary and understanding * listening to and discussing a wide range of poems and stories 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 * 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 what they read, in books they can read independently * drawing on what they already know or on background information and vocabulary provided by the teacher * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say   **Writing: Transcription Spell**   * words containing each of the 40+ phonemes already taught * common exception words • the days of the week * name the letters of the alphabet:   **Writing: Handwriting**   * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9   **Composition**  **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 * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher   **Writing: Vocabulary, Grammar & Punctuation**   * leaving spaces between words * joining words and joining clauses using and * beginning to punctuate sentences using a capital letter and a full stop | **Geometry: Properties of Shapes:**   * 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]   **Geometry: Position & Direction**   * describe position, direction and movement, including whole, half, quarter and three-quarter turns   **Number: Number & Place Value:**   * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals * count in multiples of twos, fives and tens• count, read and write numbers to 100 in numerals * count in multiples of twos, fives and tens• given a number * identify one more and one less * identify and represent numbers using objects and pictorial representations including the number line * use the language of: equal to, more than, less than (fewer), most, least * read and write numbers from 1 to 20 in numerals and words   **Number: Addition & Subtraction:**   * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * represent and use number bonds and related subtraction facts within 20• add and subtract one-digit and two-digit numbers to 20, including zero• * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9 | **Everyday Materials**:   * distinguish between an object and the material from which it is made * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties |

|  |  |  |
| --- | --- | --- |
| COMPUTING | RE | PE |
| * use technology safely and respectfully, keeping personal information private * identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies * use technology purposefully to create, organise, store, manipulate and retrieve digital content • * recognise common uses of information technology beyond school | * Explore stories about the lives and teachings of key religious figures * Explore the preparations for and find out about the celebration of festivals * Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies * Listen to and ask questions about stories of individuals and their relationship with God | * perform dances using simple movement patterns |
| FRENCH | PSHE | MUSIC |
|  | * I can identify similarities between people in my class * I can tell you some ways in which I am the same as my friends * I can identify differences between people in my class * I can tell you some ways I am different from my friends * I can tell you what bullying is * I understand how being bullied might feel * I know some people who I could talk to if I was feeling unhappy or being bullied * I can be kind to children who are bullied * I know how to make new friends * I know how it feels to make a new friend * I can tell you some ways I am different from my friends * I understand these differences make us all special and unique | * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and detuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music |
| ART/DT | HISTORY | GEOGRAPHY |
| * design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics * **Evaluate**• explore and evaluate a range of existing products• evaluate their ideas and products against design criteria | * Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. * They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. * They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant | * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key |