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| **YEAR GROUP: 1** | **TERM: Autumn 1** | **TITLE: Memory Box** |
| 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 * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * 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 * **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   **Reading: Comprehension**   * develop pleasure in reading, motivation to read, vocabulary and understanding * listening to and discussing a wide range of 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 * 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 • explain clearly their understanding of what is read to them   **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 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.   Writing: 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 pupil   **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 | **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 | **Animals (including humans)**   * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense |

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| COMPUTING | RE | PE |
| * use technology purposefully to create, organise, store, manipulate and retrieve digital content * 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 | * Explore stories about the lives and teachings of key religious figures * Listen to and ask questions about stories of individuals and their relationship with God | Dance:   * perform dances using simple movement patterns |
| FRENCH | PSHE | MUSIC |
|  | * I know how to use my Jigsaw Journal * I feel special and safe in my class * I understand the rights and responsibilities as a member of my class * I know that I belong to my class * I understand the rights and responsibilities of being a member of my class * I know how to make my class a safe place for everybody to learn * I know my views are valued and can contribute to the Learning Charter * I can recognise how it feels to be proud of an achievement * I can recognise the choices I make and understand the consequences * I can recognise the range of feelings when I face certain consequences * I understand my rights and responsibilities within our Learning Charter * I can understand my choices in following the Learning Charter | * to 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 |
| * use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * develop a wide range of art and design   **Cooking & Nutrition**:   * use the basic principles of a healthy and varied diet to prepare dishes * understand where food comes from | * develop an awareness of the past, using common words and phrases relating to the passing of time * 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment |