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| **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
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| 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
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| 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
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| 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
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