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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
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| 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
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| 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
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