

PSHE

Family and Friends

- Describe qualities of friendship and friendship making skills
- Develop strategies for when friendships are difficult
- Understand that there are different family patterns
- Describe what is special about their own family and its members, and about other people they know

Anti-Bullying

- Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying
- Understand that sometimes people are bullied because they may be different in some way from others
- Describe how it feels to be bullied/ see someone being bullied
- Demonstrate simple ways of responding to bullying
- Demonstrate how to be kind to children who are being bullied
- Identify places where bullying may occur and start to suggest strategies to help the school feel a safer place

History – Our Family History?

- Develop an awareness of the past
- Know where the people and events they study fit within a chronological framework
- Identify similarities and differences between ways of life in different periods
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing parts of sources to show that they know and understand key features
- Understand some of the ways in which we find out about the past and different ways in which it is represented

RE – Who am I and what does it mean to belong?

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people
- Give an account of what happens at welcome ceremonies
- Identify at least two ways people show they love each other and belong to each other when they get married
- Give examples of ways in which people express their identity and belonging
- Talk about what they think is good about being in a community
- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences

Maths – Addition & Subtraction

- Ordinal numbers (1st, 2nd, 3rd...)
- The number line
- Work with part-whole model
- Use the addition and subtraction symbols
- Find number bonds for numbers within 10, including number bonds to 10
- Using systematic methods for addition
- Subtraction (how many left?)
- Fact families

Shape

- Recognise, name and sort 3-D and 2D shapes
- Patterns with 2-D and 3-D shapes

Guided Reading

In small groups, children read a book that matches their phonics learning before taking it home for further practise.



YEAR 1 AUTUMN 2 We will be learning...

Phonics

We will learn phase 5 graphemes and tricky words

PE

Gymnastics

- Develop confidence to perform in front of others.
- Link simple actions together to create a sequence.
- Make their body tense, relaxed, stretched and curled.
- Remember and repeat actions and shapes.

Hockey

- Understand the role of defenders and attackers.
- Recognise who to pass to and why
- Move towards goal with the ball.
- Support a teammate when playing in attack
- Move into space showing an awareness of defenders.
- Stay with a player when defending.

Writing

- Combine words to make sentences
- Use capital letters for names of people and the personal pronoun 'I'
- Leave spaces between words
- Begin to use capital letters and full stops
- Join words using 'and'
- Punctuate sentences using a capital letter and a full stop
- Use capital letters for names of people
- Sequence sentences to form short narratives (link ideas or event by pronoun)
- Spell words containing phonemes already taught
- Use plural noun suffixes -s and -es

Science – Exploring every day materials

- Distinguish between an object and the material
- Identify and name a variety of everyday materials
- 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.

DT – Structures, playground furniture

- Develop, model and communicate ideas
- Select and use tools, skills and techniques
- Select materials and construction kits
- Explore a range of existing freestanding structures in the school
- Evaluate by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria
- Make structures stronger, stiffer and more stable.

Computing – We Are TV Chefs

- Break down a process into simple, clear steps (an algorithm)
- Use different features of a video camera
- Use a video camera to capture moving images
- Record a video using ground rules for filming
- Edit a video to include an audio commentary
- Develop collaboration skills
- Discuss their work and think about how it could be improved.