


<p><u>History</u></p> <ul style="list-style-type: none"> • Use phrases like: old, new and a long time. • Explain how I have changed since I was born. • Explain how some people have helped us to have better lives. • Recognise that some objects belonged in the past. • Spot old and new things in a picture. • Explain what an object from the past might have been used for. 	<p style="text-align: center;">Year 1 Autumn Term Topic: This is me!</p> <p><u>Intent:</u> The children will have the opportunity to explore their own lives:</p> <ul style="list-style-type: none"> ○ Their bodies; ○ Their family; ○ Their environment. <p>They will also have the opportunity to discover how things have changed over time.</p> <div style="text-align: center;">  </div> <p><u>PE</u></p> <p>Dance</p> <ul style="list-style-type: none"> • Master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Invasion Games</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending 	<p><u>Computing</u></p> <p>Online Safety.</p> <ul style="list-style-type: none"> • To log in safely. • To learn how to find saved work in the Online Work area and find teacher comments. • To learn how to search Purple Mash to find resources. To become familiar with the icons and types of resources available in the Topics section. • To start to add pictures and text to work. • To explore the Tools and Games section of Purple Mash. • To learn how to open, save and print. • To understand the importance of logging out. <p>Grouping and Sorting.</p> <ul style="list-style-type: none"> • To sort items using a range of criteria. • To sort items on the computer using the 'Grouping' activities in Purple Mash. <p><u>RE</u></p> <p>God's Great Plan</p> <ul style="list-style-type: none"> ○ Awareness of the beauty of God's world ○ Knowledge and some understanding of the story of Creation from Genesis 1 ○ Knowledge of the story of Creation of man and woman from Genesis 2 ○ Understanding of choices that are good for the world and choices that are bad for the world ○ Know they have a responsibility to look after the world ○ Knowledge of the story of Noah & the Flood ○ Know that the rainbow is important in the story of the Flood
<p><u>Geography</u></p> <ul style="list-style-type: none"> • Explain where I live and tell someone my address. • Name the four countries in the UK and locate them on a map. 		
<p><u>Art & Design</u></p> <p>Show how people feel in paintings and drawings.</p> <ul style="list-style-type: none"> • I can create moods in art work. • I can use ideas my teacher suggests. • I can design and make pictures and objects in art. <p>Artists studied- Frederick Hundertwasser Pablo Picasso</p>		
<p><u>Design & Technology</u></p> <ul style="list-style-type: none"> • Cut food safely. • I can make a product which moves. 		
<p><u>Music</u></p> <ul style="list-style-type: none"> • Use my voice to speak, sing and chant. • Clap/play a short, rhythmic patterns. • I can make different sounds with my voice. 		

<p><u>Science</u></p> <p>Animals, Including Humans</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body; • Say which part of the body is associated with each sense. 	<p><u>Maths</u></p> <p>Number: Place Value.</p> <ul style="list-style-type: none"> • Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <p>Number: Addition and Subtraction.</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 10 • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one digit numbers to 10, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. <p>Geometry:</p> <ul style="list-style-type: none"> • Shape Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) • Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.) 	<p><u>English</u></p> <p>Fiction</p> <ul style="list-style-type: none"> • Stories in a Familiar Setting- The Woods • Fairy Tales- Cinderella <p>Non-Fiction</p> <ul style="list-style-type: none"> • Recount (1st person) • Labels and Captions • Non Chronological Reports- Keeping Healthy <p>Poetry</p> <ul style="list-style-type: none"> • Autumn Poems <p>Grammar</p> <ul style="list-style-type: none"> • How words combine to make a sentence • Separate words with spaces (ongoing) • Capital letters and full stops (ongoing) • Sequencing sentences 	<p>Mary Our Mother</p> <ul style="list-style-type: none"> ○ Know that God sent the Angel Gabriel to ask Mary to be the Mother of Jesus ○ Know that angels are messengers from God ○ Recognise some of the ways Christians and others prepare for the birth of Jesus ○ Know the name of the liturgical season Advent & Christmas ○ Recognise some signs and symbols of Advent and Christmas, e.g. wreath, nativity, tree, cards, candles, colour purple. ○ Knowledge of the story of the Annunciation ○ Knowledge of the story of the Birth of Jesus ○ Recognise some details of the Visitation and visit of the shepherds ○ Know that Catholics call Mary ‘our mother’ and reflect on ways Mary looks after us <p><u>PSHE</u></p> <p>Rules and Responsibilities</p> <ul style="list-style-type: none"> • Understand the reason why we have rules • Learn about rules as expectations • Understand to agree and follow rules for their group and classroom • Recognise why rules and expectations are important • I can recognise how my behaviour affects other people • I can recognise right and wrong, what is fair and unfair and explain why • I can recognise the difference between good and bad choices • I can recognise the difference between right and wrong and what is fair and unfair • Understand the reason why we have rules / expectations • Learn about how they can contribute to the life of the class • I can listen to and show consideration for other people’s views • I can listen to, reflect on and respect other people’s views and feelings
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Number: Place Value:

- Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.
- Count, read and write numbers to 20 in numerals and words.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

- I can consider ways of looking after the school or community and how to care for the local environment
- I can identify the importance of rules and be able to say why rules applying to me are necessary
- I can express views and take part in decision-making activities to improve my immediate environment or community
- I can take turns and share as appropriate
- I can suggest rules that would improve things for the common good

Keeping Safe

- Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).
- Learn about who to go to for help and advice
- I can recognise what I like and dislike
- I can recognise that there are people who care for and look after me
- I can identify different relationships that I have and why these are important
- I can seek help from an appropriate adult when necessary
- I can recognise and respond to different issues of safety relating to myself and others and how to get help

Family and Friends

- Know now the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity,
- trust, sharing interests and experiences and support with problems and difficulties.
- Learn how to develop positive relationships with peers
- Recognise that family and friends should care for each other
- I can recognise that there are people who care for and look after me
- I can identify different relationships that I have and why these are important
- I can seek help from an appropriate adult when necessary

			<ul style="list-style-type: none"> • I can listen to and show consideration for other people's views • I can listen to, reflect on and respect other people's views and feelings • Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show • due respect to others, including those in positions of authority • Understand the importance of making friends • Identify and respect the differences and similarities between people • I can recognise that there are people who care for and look after me • I can identify different relationships that I have and why these are important • I can develop positive relationships through work and play • I can recognise how attitude and behaviour, including bullying, may affect others • I can listen to and show consideration for other people's views • I can listen to, reflect on and respect other people's views and feelings <p>Rules and Responsibilities</p> <ul style="list-style-type: none"> • Be able to take turns • Agree and follow rules for a collaborative game • I can listen to and show consideration for other people's views • I can listen to, reflect on and respect other people's views and feelings • I can consider ways of looking after the school or community and how to care for the local environment • I can identify the importance of rules and be able to say why rules applying to me are necessary • I can express views and take part in decision-making activities to improve my immediate environment or community • I can take turns and share as appropriate • I can suggest rules that would improve things for the common good <p>Emotions</p>
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