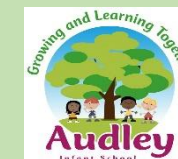
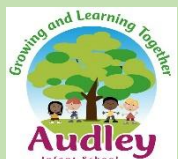


English	Mathematics	Science	PE	RE
<p><b>Narrative: Stories with familiar settings</b></p> <ul style="list-style-type: none"> <li>➤ To identify the main characters and setting in a story using evidence from the illustrations and text.</li> <li>➤ To re-enact a story, sequencing main events and using phrases from the text.</li> <li>➤ To Repeat with a different story.</li> </ul> <p><b>Non-fiction: Lists, Labels and Captions</b></p> <ul style="list-style-type: none"> <li>➤ To say what the purposes of lists and labels in the classroom.</li> <li>➤ To give a complete sentence as a caption for an object or picture with a capital letter and full stops.</li> <li>➤ To say what the purposes of lists and labels in the classroom are.</li> </ul> <p><b>Poetry: Senses</b></p> <ul style="list-style-type: none"> <li>➤ To listen to poems and identify words and phrases that describe what we see, hear, feel, smell and taste.</li> <li>➤ To identify details of their sensory responses to images and start to select suitable words and phrases to describe these.</li> </ul>	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>➤ To be able to identify parts of a whole. Partition numbers in different ways.</li> <li>➤ To show one more or one less than a number using representations.</li> <li>➤ To find a missing part when one part and the whole is known.</li> <li>➤ To use bar modelling to partition.</li> <li>➤ To understand the value of numbers within ten.</li> </ul> <p><b>Geometry (Shape)</b></p> <ul style="list-style-type: none"> <li>➤ To recognise and name 2D and 3D shapes.</li> <li>➤ To compare shapes.</li> <li>➤ To find 2D shapes within 3D shapes.</li> </ul> <p><b>Mastery of Number Programme</b></p> <ul style="list-style-type: none"> <li>➤ Weeks 1-6</li> </ul>	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>➤ To identify and name body parts head, body, eyes etc.</li> <li>➤ To know the five senses and name body part associated with each.</li> </ul> <p><b>Pattern Seeking</b></p> <ul style="list-style-type: none"> <li>➤ Does the tallest person have the biggest hand span?</li> <li>➤ Compare heights and hand spans across the class.</li> </ul> <p><b>Comparative Fair Test</b></p> <ul style="list-style-type: none"> <li>➤ Can I taste the difference between different flavoured crisps?</li> </ul>	<p><b>Basic skills</b></p> <ul style="list-style-type: none"> <li>➤ Assessment of fundamental skills such as: hopping, jumping, underhand throwing, running, skipping, overhand throwing, catching, bouncing, rolling and kicking.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>➤ To explore travelling movements using the space around them.</li> <li>➤ To develop quality when performing gymnastic shapes.</li> <li>➤ To develop stability and control when performing balances.</li> <li>➤ To develop technique and control when performing shape jumps.</li> <li>➤ To develop technique in the barrel, straight and forward roll.</li> <li>➤ To link gymnastic actions to create a sequence.</li> </ul>	<p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>➤ That we all belong to something and belonging is an important part of our lives.</li> <li>➤ That religious people have signs we can notice about the fact that they belong to a religion</li> <li>➤ Describe what a story about the prophet shows about belonging to the Muslim community</li> <li>➤ Describe what Christians believe about God caring for them.</li> <li>➤ Think of reasons why many Christian families baptise their babies.</li> <li>➤ Look for similarities and differences between baptism in Christianity and belonging ceremonies in Islam.</li> <li>➤ Find out more about elements of Christian and Muslim weddings; rings and vows</li> </ul>

**Year 1 Autumn Term 1  
2022-2023  
Marvellous Me**



PSHE (Jigsaw)	Computing	Geography	Art	Music
<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>➤ To feel special and safe in class.</li> <li>➤ To understand rights and responsibilities as a member of the class.</li> <li>➤ To know how to make my class a safe place for everybody to learn.</li> <li>➤ To know my views are valued.</li> <li>➤ To recognise how it feels to be proud of an achievement.</li> <li>➤ To recognise the choices, I make and the range feelings when I face certain consequences.</li> </ul>	<p><b>Research on the Internet and E-Safety</b></p> <ul style="list-style-type: none"> <li>➤ To be able to recognise the parts of a laptop.</li> <li>➤ To know that moving their finger on the tracking pad moves the cursor onscreen.</li> <li>➤ To use technology to create and present my ideas.</li> <li>➤ To use technology to create and present my ideas.</li> <li>➤ To know that work created by me using technology belongs to me.</li> <li>➤ To save work with support.</li> </ul>	<p><b>Hot and Cold Places</b></p> <ul style="list-style-type: none"> <li>➤ To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>➤ To understand what a map is used for.</li> <li>➤ To name the world's seven continents.</li> <li>➤ Identify seasonal and daily weather patterns in the UK.</li> </ul>	<p><b>Portraits</b></p> <ul style="list-style-type: none"> <li>➤ To study artists who created self-portraits.</li> <li>➤ To mix colours to make secondary colours.</li> <li>➤ To draw self-portraits considering positioning of features.</li> <li>➤ To paint a self-portrait.</li> </ul>	<p><b>Charanga- Hey You</b></p> <p><b>How pulse, rhythm and pitch work together</b></p> <ul style="list-style-type: none"> <li>➤ To know a song off by heart.</li> <li>➤ To begin to recognise the sounds of the instruments.</li> <li>➤ To learn how to enjoy moving to music.</li> <li>➤ To know music has a steady pulse.</li> <li>➤ To know we can create rhythms from words.</li> <li>➤ To find the pulse.</li> <li>➤ To begin to learn the names of the notes in their instrumental part with support from the teacher.</li> <li>➤ Listen to and follow instructions from a leader.</li> </ul>