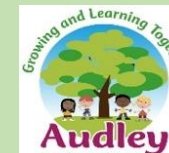
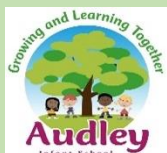


English	Mathematics	Science	PE	RE
<p>Narrative: Stories from other cultures</p> <ul style="list-style-type: none"> ➤ To recognise language patterns and repeated words and phrases in a text and discuss their effects on the reader. ➤ To write their own sentences based on patterned language from a familiar text. ➤ To work as part of a group, take turns sharing ideas, listening to others and reporting their findings. ➤ To write simple sentences using patterned language, words and phrases taken from familiar stories. <p>Poetry: Senses</p> <ul style="list-style-type: none"> ➤ To listen to poems and identify words and phrases that describe what we see, hear, feel, smell and taste. ➤ To identify details of their sensory responses to images and start to select suitable words and phrases to describe these. 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> ➤ To understand that addition is commutative. ➤ To find pairs of numbers to 10. ➤ To double numbers and explain what doubling means. ➤ To use knowledge of doubles to half. ➤ To add and subtract within 10 <p>Measure</p> <ul style="list-style-type: none"> ➤ To identify the value of a group of pennies. ➤ To identify how many pennies are needed to buy a certain item. ➤ To compare purses to identify the values. <p>Time</p> <ul style="list-style-type: none"> ➤ To use before and after to describe events. ➤ To know the days of the week, month and year. ➤ To tell the time to the hour and half the hour. <p>Mastery of Number Programme</p> <ul style="list-style-type: none"> ➤ Weeks 7-11 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> ➤ First hand experiences of animals in different groups. <p>Are humans animals?</p> <ul style="list-style-type: none"> ➤ To identify features of animals and sort on physical structure e.g. mammals, reptiles, birds, amphibians, fish. ➤ Compare two animals of different groups, similarities and differences. <p>Do all animals eat meat?</p> <ul style="list-style-type: none"> ➤ Classify- sort animals according to their diet, carnivore, herbivore and omnivore. 	<p>Dance</p> <ul style="list-style-type: none"> ➤ To explore movement ideas based around the theme of penguins. And polar bears. To watch, copy and discuss ideas. ➤ To create friendship circle dances. ➤ To respond imaginatively to stimuli and create movement phrases with a clear start. ➤ To create a sequence with travel, turn and jump. <p>Games</p> <ul style="list-style-type: none"> ➤ To explore the running technique. ➤ To explore rolling different equipment. ➤ To explore the running and jumping techniques. ➤ To explore the running, dodging and jumping techniques. ➤ To develop the skill of rolling different equipment. ➤ To apply simple tactics in the team game. 	<p>Celebrations</p> <ul style="list-style-type: none"> ➤ To identify some ways Christians celebrate Christmas/Easter/ Harvest/ Pentecost and some ways a festival is celebrated in Islam. ➤ To re-tell stories connected with Christmas and a festival in Islam and say why these are important to believers. ➤ To collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. ➤ To ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in Islam.

**Year 1 Autumn Term 2
2022-2023
Amazing Animals**



PSHE (Jigsaw)	Computing	DT	Art	Music
<p>Celebrating differences</p> <ul style="list-style-type: none"> ➤ To identify similarities to others in class. ➤ To identify differences to others in class. ➤ To know what bullying is and understand how it feels. ➤ To identify the people they can talk to if they are unhappy or being bullied. ➤ To know how to make new friends. ➤ To understand that differences make us special and unique. 	<p>Data Handling Internet and E-Safety</p> <ul style="list-style-type: none"> ➤ To know that the same information can be stored in a different way. ➤ To organise information in a simple pictogram with support. ➤ To be able to collect data using a tally chart. ➤ To organise information in a simple pictogram with support. ➤ Ask questions that can only be answered with yes or no. ➤ To type words and find images online. ➤ To save images to a computer. ➤ To know and speak to a trusted adult about anything upsetting online. 	<p>Mechanisms (Sliders and Levers)</p> <ul style="list-style-type: none"> ➤ To investigate how pop-up books and cards work. ➤ To plan what they want their card to look like? Look at inspiration online. Which ideas are we going to magpie? ➤ To cut out and decorate their template. Follow a set of instructions to make it and write a message inside. ➤ To evaluate and what they like/dislike and what they would change next time. 	<p>Transient Art</p> <ul style="list-style-type: none"> ➤ To encourage observation of and discussion of colour and form – children to collect natural samples (leaves, pebbles, stems). ➤ To observe leaves, colours and shades that can be seen in plants. ➤ To record from first-hand experience and observation. 	<p>Charanga- Rhythm in the way we walk and the Banana Rap</p> <p>How pulse, rhythm and pitch work together</p> <ul style="list-style-type: none"> ➤ To know a song off by heart. ➤ To begin to recognise the sounds of the instruments. ➤ To learn how to enjoy moving to music. ➤ To know music has a steady pulse. ➤ To know we can create rhythms from words. ➤ To find the pulse. ➤ To begin to learn the names of the notes in their instrumental part with support from the teacher. ➤ To play a tuned instrumental part for the song they perform. ➤ Listen to and follow instructions from a leader.