

English

Spoken Language

- To listen and respond appropriately to adults and their peers
- To ask relevant questions to extend their understanding and knowledge
- To relevant strategies to build their vocabulary
- To speak audibly and fluently with an increasing command of Standard English

Reading - Word reading

- To apply phonic knowledge and skills as the route to decode words
- To begin to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- To read accurately by blending sounds in unfamiliar words
- To read aloud accurately books that are consistent with their developing phonic knowledge
- To re-read these books to build up their fluency and confidence in word reading.

Reading - Comprehension

- To develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - To be encouraged to link what they read or hear read to their own experiences
- To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- To recognise and joining in with predictable phrases
- To learn to appreciate rhymes and poems, and to recite some by heart
- To discuss word meanings, linking new meanings to those already known

Handwriting

- To sit correctly at a table, holding a pencil comfortably and correctly
- To begin to form lower-case letters in the correct direction, starting and finishing in the right place
- To begin to form capital letters
- To form digits 0-9

Writing

- To say out loud what they are going to write about
- To compose a sentence orally before writing it and using phonic knowledge to sound out words
- To begin to sequence sentences to form short narratives
- To re-read what they have written to check that it makes sense
- To discuss what they have written with the teacher or other pupils

Phonics/Spelling

- To segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- To begin to learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

Art and Design

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Science

Working scientifically

- To ask simple questions and recognising that they can be answered in different ways
- To observe closely, using simple equipment
- To perform simple tests
- To identify and classify
- To use their observations and ideas to suggest answers to questions
- To gather and begin to record data to help in answering questions.

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.

Everyday materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- 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.

Seasonal changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Autumn Term 2018 Year One

Mathematics

Number – number and place value

- To read and write numbers from 1 to 20 in numerals and words.
- given a number, identify one more and one less
- To 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
 - To begin to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- To begin to count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

Number – addition and subtraction

- To begin to read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- To begin to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations

Measurement

- To measure and begin to record lengths and heights
- To compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short)
- recognise and know the value of different denominations of coins and notes
- To sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- To recognise and use language relating to dates, including days of the week, weeks, months and years
- To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry – properties of shapes

- To recognise and name common 2-D shapes

Geography

Locational knowledge

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Geographical skills and fieldwork

- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

French

- To listen carefully to words and phrases.
- To ask and answer simple questions.
- To begin to use vocabulary in simple sentences.

R.E

Myself

- To identify some of the groups and communities to which they and others belong to.
- To recognise the way that members of those groups (including religious) show their belonging.
- To identify some of the daily routines of different religious groups.
- To recognise and discuss some of the similarities and differences in faiths and cultures.
- To explore how Hindu families emphasise family bonds.
- To recognise how Christians celebrate the birth of Christ at Christmas.

ICT

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content
- To recognise common uses of information technology beyond school
- To 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.

P.E

- To respond appropriately to instructions.
- To warm up and recover from exercise.
- To evaluate others' work to help develop their own ability.
- Games**
 - To participate in team games, developing simple tactics for attacking and defending
- Gymnastics**
 - To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Dance**
 - To perform dances using simple movement patterns.

Music

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and untuned instruments musically
- To listen with concentration and understanding to a range of high-quality live and recorded music
- To experiment with, create, select and combine sounds using the inter-related dimensions of music.

Design & Technology

Design

- To design purposeful, functional, appealing products for themselves and other users based on design criteria
- To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- To explore and evaluate a range of existing products
- To evaluate their ideas and products against design criteria

P.S.H.E and Citizenship

- To value and respect oneself and others for their uniqueness and special qualities.
- To develop a greater awareness of the importance of friendship and sharing.
- To develop the vocabulary to describe feelings.
- To develop an awareness of feeling safe and how we can keep safe.
- To recognise why it is important to think of others.
- To agree and follow rules for their group.