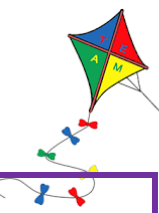


**Year 1 Half Term Learning grid
Autumn 1 'All About me'**



English Year 1		
<p align="center">Non Fiction: List, labels and captions (3 weeks)</p> <ul style="list-style-type: none"> say out loud what they are going to write about Spell words containing phonemes already taught Leave spaces between words Begin to punctuate sentences with a capital letter and a full stop Use simple word choice that helps convey information and ideas <p align="center">Phonics Week 1 - CVC/CVCC words Week 2 - CCVC words Week 3- CCVCC / CCCVC / CCCVCC words</p> <p align="center">Reading Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p align="center">Narrative- The Naughty Bus (3 weeks)</p> <ul style="list-style-type: none"> Compose a sentence orally before writing it Write a simple sentence starting with a noun/proper noun Leave spaces between words Begin to punctuate sentences with a capital letter and a full stop Use simple word choice that helps convey information and idea Join words using 'and' Awareness of Organising ideas into a sequence <p align="center">Phonics Week 4 - Wh, ph Week 5 - Ay, a_e, eigh, ey, ei Week 6 - Ea, e_e, ie, ey, y Tricky words - Oh, their, people</p> <p align="center">Reading Express opinions about main events and characters Recall main events in a story</p>	<p align="center">Poetry-My senses (2 weeks)</p> <ul style="list-style-type: none"> Compose a sentence orally before writing it Write a simple sentence starting with a noun/proper noun Use simple noun phrases Use capital letter for the personal pronoun 'I' <p align="center">Phonics W7 - Recap of sounds and tricky words taught so far. W8 - Recap of sounds and tricky words taught so far.</p> <p align="center">Reading Recognise and join in with predictable phrases Predict what might happen based on what has been read so far Begin to appreciate rhymes and poems and to recite some by heart Recognise and join in with predictable phrases</p>

Mathematics Year 1		
<p align="center">Place Value (3 weeks)</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Read numbers from 1 to 20 in numerals Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations Sequence events in chronological order using language such as before, and, after, next and first.</p> <p>Mental Maths (half term) Count on and back from 0-20, find 1 more/less than any number to 20</p>	<p align="center">Addition and subtraction (3 weeks)</p> <p>Represent and use number bonds and related subtraction facts within 20 Solve one-step problems that involve addition and subtraction, using concrete objects, pictorial representations, and missing number problems. Read, write, and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	<p align="center">Measurement (2 weeks)</p> <p>Compare and describe lengths and heights and solve practical problems Use comparative language - long/short, longer/shorter Recognise and know the value of different denominations of coins and notes. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour.</p>

Beech Class Wider Subject areas							
<p align="center">Science - Animals and Humans</p> <p>WALT know that animals have offspring that grow into adults. WALT use observations to suggest answers to questions. WALT record data (flow diagram). WALT find out about and describe the basic needs of animals, including humans, for survival (water, food and air). WALT use observations to suggest answers to questions. WALT know the importance for humans of eating the right amounts of different types of food. WALT record data (table). WALT know the importance for humans of exercise. WALT record data (table). WALT able to perform a simple test. WALT know the importance to humans of hygiene. WALT record data (tally chart).</p>	<p align="center">Computing - E-safety</p> <p>WALT: understand the SMART rules to online safety Walt: search sensibly Walt :share our work Walt: begin to understand what digital footprint is Walt :understand what email is used for Walt: open and send an email</p>	<p align="center">PE - Dance and Games</p> <p>WALT: Develop their teamwork skills. Work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. WALT: Develop key skills of communication and problem solving. WALT: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p>	<p align="center">Design and Technology</p> <p>Design and make a moving story book WALT-explore making mechanisms. WALT-design a moving story book. WALT-construct a moving picture WALT-evaluate my finished product.</p>	<p align="center">Music</p> <p>Dynamics WALT: explore, respond to loud, quiet and silence. Challenge: recognise a loud, quiet and silence Tempo WALT: explore fast and slow Challenge: respond to fast and slow</p>	<p align="center">RE - Creation/Thankfulness</p> <p>Who made the world? (Sukkot) Judaism WALT express creatively my own views on thankfulness WALT express creatively a Jewish view on thankfulness WALT recognise how some Jewish people express their thankfulness for creation WALT discern the value of being thankful for God's creation to Jewish people</p>	<p align="center">Geography</p> <p>Locational knowledge - What is it like here? WALT: Locate the school on an aerial photo WALT: To create a map of the classroom WALT: To locate key features of the playground WALT: To draw a simple map WALT: To investigate how we feel about our playground WALT: To create a design to improve our playground</p>	<p align="center">PSHE - being safe</p> <p>WALT know what sorts of boundaries are appropriate in friendships (including in a digital context) WALT know about the concept of privacy WALT understand that each person's body and image belongs to them WALT ask for help if we have any concerns or need advice</p>

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