



Year 1 Half Term Learning grid
Autumn 1 ‘All About Me’

English: Year 1						
Text 1:	Text 2:	Text 3:	Text 4:	Text 5:	Text 6:	Text 7:
Writing text: Me Me Me! - Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • -Write simple phrases and sentences that can be read by others.	Writing text: That's not my name! - Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • -Write simple phrases and sentences that can be read by others.	Writing text: Can I build another me? - Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • -Write simple phrases and sentences that can be read by others.	Writing text: You can -sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place -form capital letters -say out loud what they are going to write about -compose a sentence orally before writing it	Writing text: Titch -sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place -form capital letters -say out loud what they are going to write about -compose a sentence orally before writing it	Writing text: Funny Bones -sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place -form capital letters -say out loud what they are going to write about -compose a sentence orally before writing it	Writing text: You choose - begin to form lower-case letters in the correct direction, starting and finishing in the right place -form capital letters -say out loud what they are going to write about -compose a sentence orally before writing it -leaving spaces between words
Phonics: RECAP: ai, ee, igh, oa	Phonics: RECAP: oo (long), oo(short) ar, or	Phonics: RECAP: ur, ow, oi, ear	Phonics: RECAP: air, ure, er, Phase 5: wh, ph	Phonics: Phase 5: ay, a_e, eigh	Phonics: Phase 5: ea, e_e, ie	Phonics: RECAP: ie, i_e, y, i
Reading focus: Vocabulary -discuss word meanings	Reading focus: Inference -Make inferences on the basis of what is being done	Reading focus: Prediction -Make predictions on the basis of what has been read so far	Reading focus: Explain -Listen to and discuss a text - explaining what has happened	Reading focus: Retell -become familiar with key stories and retell them	Reading focus: Sequence -Sequence events of a text in order	Reading focus: Vocabulary

Mathematics Year 1		
Place Value	Addition and subtraction	Shape
Count and sort objects within 10. Represent amount of objects within 10. Recognise numbers as words. Count forwards and backwards within 10. Find one more and one less of a number within 10. Compare numbers within 10. Sequence and order numbers within 10.	Understanding the part-whole model Write an addition / subtraction number sentence Addition fact families Number bonds in 10 Solving addition and subtraction within 10	Recognise and name 2D and 3D shapes Sort 2D and 3D shapes Making patterns with 2D and 3D shapes

Beech Class Wider Subject areas							
Science	Computing	PE	Design and Technology	Geography	RE	PSHE	Music
Science – Animals and Humans 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).	Computing around us WALT identify different types of IT WALT identify uses for different types of IT WALT identify choices that I make when using IT	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.	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	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	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	Being safe 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	Music 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