

Maths Number

- Count to and across 100 forwards and backwards, beginning with 0, 1 or from any given number
- To count in multiples of 2's, 5's and 10's
- To compare and order numbers using the related vocabulary, using the = sign
- To count reliably a given number of objects up to 100
- To estimate a number of objects that can be checked by counting
- To know that when rearranged, the number of objects will stay the same
- To say the number that is 1 more or 1 less than any given number

Measure: Length and Weight

- To use the language of length/weight
- Compare and order objects of length/weight



Addition and Subtraction

- To use +, -, = with concrete objects
- Record statements using mathematical symbols
- To know and use number bonds up to 20 (to 10)
- To know and use subtraction facts to 20

Geometry: 2D shape

- Identify and name squares, rectangles, circles and triangles in any orientation

Mental maths (ongoing/daily)

- To count reliably to 100 forwards and backwards from any given number.
- To count on or back in ones, twos, tens from any given number to 100.
- To name the days of the week and months of the year.

To know number facts to 20.

Mental Maths/KIRFS (Key Install Recall Facts.)

- To know number bonds to 5 and then 10

Activities and Experiences

- Woodland Walk to Butcher's wood to support science and geography.
- Create a Class Charter to establish rules.
- Making helping hands in PSHCE.
- Trap building to developing our instruction writing.
- Creating a colour wheel during art sessions.
- Compose sounds/actions for a story and poem in English.
- Leaf rubbings to extend our science knowledge.

If you go down to the woods today...

Year 1

Autumn 1

English

Spoken Language

- Give an opinion and a reason
- Listen to the opinion of others
- Make relevant contributions
- Retell a story
- Recite some poems and rhymes by heart
- Talk about ideas for writing

Writing-Composition

- Say my sentence before I write it.
- Hold the sentence in my head
- Write a sentence
- Read my sentence back to check it makes sense
- Use a capital letter at the start of a sentence
- To begin to punctuate sentences using a full stop, question mark or exclamation mark
- To write for different purposes (Poem, Recount, Retell a story, imaginative writing)

Writing- Grammar and Vocabulary

- Recognise upper and lower case letters
- Know that a sentence has a capital letter and full stop
- Use a capital letter for pronoun I
- Find where capital letters are used other than to start sentences in reading (Names of people)
- Spell some exception words from memory

Reading

- Use picture clues to support understanding
- Use prior knowledge to understand texts
- Identify and discuss meaning of unfamiliar words
- Identify key events in a story
- Make predictions based on events
- Recognise and discuss characters feelings
- Talk about what you like and dislike about a book
- Say whether you agree or disagree with others ideas
- Know the difference between a story book and information book

Texts

Fiction

Little Red by Bethan Wollvin
Not a Stick by Antoinette Portis
Stanley's Stick by John Hegley
The Foggy Foggy Forest" by Nick Sharratt

Non-Fiction

Trees, Seasons, Woodland

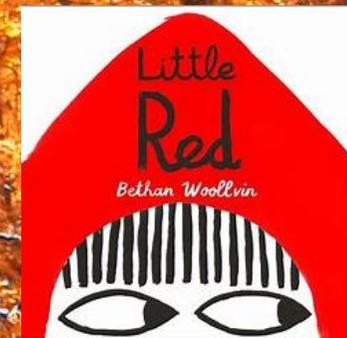
Poetry

The little Nut Tree by Julia Donaldson

Possible Provocations

Woodland Walk – amazing discovery!

Make a wolf trap.



3 x weekly handwriting using Letter join.

To include:

- Recapping on printed letters learnt in Reception. Form capital letters correctly.
- Begin to introduce lead-ins to form letters
- Form digits from 0-9 correctly

Home learning menu.

Please pick at least 3 activities to do at home with your child.

1. Go on a woodland walk – can you identify any trees? Collect some different leaves and name the tree it comes from or take photos of you on a woodland walk to share in class.
2. Learn a fairy tale to share with the class. You could write it down or learn it to tell to your classmates.
3. Who is in your family? Draw round each of their feet. Compare and order them. Can you think of any marvellous maths words to talk about them?
4. Teach someone at home the throwing and catching games we have been learning. If you can take photos.
5. Collect some Autumn leaves – try and recreate the colours by mixing paint.

Understanding the World

Geography

As geographers we will be observing seasonal and daily weather patterns in the UK and mapping the school and its grounds.

Science – Seasonal Changes

As scientists we will be looking at how the seasons and observing, discussing and describing how the weather and daylight changes depending on the season. We will be focusing on Autumnal changes.

Plants

As botanists we will be identifying and naming common deciduous and evergreen trees.

RE

We will be exploring what it means to belong (Within the school community, family, out of school clubs, church groups, community.)

British Values

We will be learning about democracy and fairness through school council elections.

Expressive Arts & Design (EAD) – Art, DT and Music

Art -

As artists we will be experimenting with colour by exploring shades and tones. We will be able to name the primary and secondary colours and use a range of tools and techniques to practice these. We will show off our skills by recreating Circles by Kandinsky.

Music

We will be using our voices expressively by singing songs & speaking chants and rhymes and singing weather songs. We will be able to clap short rhythmic patterns and copy sounds. We will also be exploring a variety of musical instruments.

Outside learning

- Working together by building with the large building blocks
- Retelling familiar stories through role play
- Using natural resources in small world play.
- Exploring water and sand
- Mapping the school through explorative wellie walks.
- Create rhythmic patterns through play musical instruments
- Igniting imaginations by exploring the tree house
- Exploring number pattern and sequence through large number squares.

PSHCE

Relationships

We will be learning how to communicate feelings and respond to the feelings of others. By the end of this term we will recognise what is right and wrong, kind and unkind. We will be naming adults who keep us safe.

Health and Well Being

We will be naming the main parts of the body and talking about a healthy life.

Living in the wider world

All term we are understanding how to contribute to the life of the classroom and will be constructing and following our class charter.

Physical Development

We will be describing how our body feels before, during and after exercise.

Ball skills

We will be learning different ways of using a ball, including rolling, passing, balancing, batting and bouncing.

Throwing and catching

We will be developing the ability to throw and catch using a range of equipment and will be introduced to the concept of aiming.