

English

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Joining words and joining clauses using 'and'
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Art - Drawing

- Exploring marks that can be produced using different tools and media.
- Experimenting with different materials to make tools and using own tools for mark making.

Computing - Grouping and Sorting/Pictograms

- Children can sort various items offline using a variety of criteria.
- Children have used Purple Mash activities to sort various items online using a variety of criteria.
- Children can contribute to the collection of class data.
- Children can contribute to a class pictogram.
- Children can discuss what the pictogram shows.
- Children can represent the results as a pictogram.

PE

- I try several times if at first I don't succeed and I ask for help when appropriate
- I can follow instructions, practise safely and work on simple tasks by myself
- I enjoy working on simple tasks with help

Maths

- Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 10 in numerals and words.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use language of: equal to, more than, less than (fewer), most, least.
- Represent and use number bonds and related subtraction facts within 10
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Add and subtract one-digit numbers to 10, including zero
- Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems.

Year 1

Autumn 1 Overview

RE

- I can say how it felt to make something and how I think my creation should be treated.
- I can retell the Christian creation story and say some things God created on different days.
- I can start to talk about how I think the world got here.

PSHE - Being Me in My World

- I can explain why I have a right to learn in a happy and safe class.
- I can explain how everyone in my class has responsibilities to make our class happy and safe.

Science - Animals

- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores;
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets);
- Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.

Geography - Local Area

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Music - Hey you!

- Clap short rhythmic patterns
- Copy sounds
- Use instruments to perform