

## **Autumn Term 2019 – Yr1**

### **Literacy**

Non-fiction: Recounts  
Familiar stories  
Stories within a familiar setting  
Traditional tales/stories within familiar settings  
To plan and write our own stories  
Assessment & Instructions  
Non-fiction & poetry: Information Texts and Poems using the senses

### **Numeracy**

Number and place value  
Addition and Subtraction  
Measurement and time  
Days of the week  
Months of the year

### **Reading**

Guided reading  
Daily reading  
Reading 4x a week at home

### **Phonics\***

Phase 3  
Phase 4 tricky words  
Phase 5

### **RE**

#### **Why are religious celebrations important to some people but not to others?**

Why should we be thankful?  
Do all religions express thanks to God?  
What does celebrate mean?  
To learn about Diwali

### **PE**

Personal Skills  
Social Skills  
Coordination  
Static Balances  
Dynamic Balances

## **Topic**

### **Food and Farming**

- To make a pictorial map of an imaginary place.
- To understand where food comes from.
- To understand what is meant by 'harvest'.
- To compare harvest today with harvest in the past.
- To locate different countries that provide the UK with food.

### **FIRE + LIGHT**

- To sequence and re-tell the story of the gunpowder plot.
- To find out about other places in the world that use fireworks to celebrate festivals or other events.
- To compare fire engines today with fire service transport in the past.
- To compare fire fighter uniforms today with fire fighter uniforms in the past.
- To understand the main events of the Great Fire of London.
- To create a plan of their home and use symbols or labels to show a route.

## **Science**

### **My Body**

- To identify, name, draw and label the basic parts of the human body in the context of drawing and labelling a diagram of the body.

### **Senses**

- To say which part of the body is associated with each sense in the context of drawing activities that use the sensory organs.

### **Sense Detectives**

- To perform simple tests in the context of investigating each of the five senses.

### **Grouping Animals**

- To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals in the context of naming animals.

### **Animal Bodies**

- To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets in the context of describing pictures of common animals.

### **What Do I Eat?**

- To identify and name a variety of common animals that are carnivores, herbivores and omnivores in the context of recognising if animals are carnivores, herbivores or omnivores.
- To identify and classify in the context of sorting animals into categories.

## **History**

- To understand what is meant by 'harvest'.
- To compare harvest today with harvest in the past.
- To sequence and re-tell the story of the gunpowder plot.
- To find out about the history of fireworks.

To compare fire engines today with fire service transport in the past.  
To compare fire fighter uniforms today with fire fighter uniforms in the past.  
To understand the main events of the Great Fire of London.  
To compare London in Tudor times to nowadays.

### **Geography**

To develop an understanding of the world and ask and answer questions about different localities.

To ask geographical questions about a particular place.  
To make a pictorial map of an imaginary place.  
To understand where food comes from.  
To compare breads from around the world.

To locate different countries that provide the UK with food.  
To use secondary information to find out why different foods are grown in different countries and how they get transported.  
To find out about other places in the world that use fireworks to celebrate festivals or other events.

### **Music**

Harvest festival songs

To find and clap in time with the pulse of a song.  
To listen and appraise a piece of music.

### **Computing**

Researching, planning and creating an audio book.

Programming toys

Recording algorithms.

### **Art, Design & Technology**

To paint a self-portrait using accurate proportions, positions and colours

To use shape and proportion when painting a farmyard animal.

To print repeating patterns.

To develop observational drawing skills. (fruit)

DT: to design a balanced healthy pizza/fruit salad

DT: To be able to make and evaluate a food product based on a design.

To create art work in the style of Arcimboldo.

To make rangoli mats using rice.

To make symmetrical flowers.

**\* To teach phonics in Key Stage 1, we use 'Letters and Sounds' supplemented by 'Jolly Phonics'.**

**\*To teach reading we use various reading schemes including Oxford reading tree, Ginn and Collins.**

**\*If you require additional information relating to our school curriculum, please ask at the school office or the class teacher.**