SHARE IN OUR LEARNING: Year 1 Autumn B

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| English  [Image result for english clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiEwtibqvfVAhWBohQKHes8BxsQjRwIBw&url=http://www.clipartpanda.com/clipart_images/notebook-tabs-brown-english-15855502&psig=AFQjCNEO2YulgmVnin_6lZCQRW0ShN7u7A&ust=1503920260205565) | **Reading:**   * Reading words containing Phase 3 and 5 Graphemes * Reading 3, 4 and Phase 5 tricky words * Reading CVCC and CCVC words e.g. tent, train, steep and longer compound and 2 syllable words * Learning new Phase 5 sounds and tricky words   **Writing**   * Spelling tricky words accurately (Phase 2-4) * Orally segmenting to spell unfamiliar words * Using phonics knowledge to make phonetically plausible attempts at unfamiliar words * Forming ladder letters, caterpillar letters and robot letters accurately * Using a capital letter at the start of a sentence and full stop at the end |
| Mathematics  [Image result for maths clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjK5qutqvfVAhVHPhQKHV7yAWUQjRwIBw&url=http://clipartix.com/math-clipart-image-49910/&psig=AFQjCNGIbs3IuJeKdRLXxYKRKhgpfGSVOA&ust=1503920433240207) | **Number and Place value**   * To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. * To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. * To read and write numbers from 1 to 20 in numerals and words. * When given a number, identify one more and one less.   **Addition and Subtraction**   * To represent and use number bonds and related subtraction facts within 20. * To add and subtract one-digit and two-digit numbers to 20, including zero.   **Measures**  To compare, describe and solve practical problems for:   * lengths and heights (long/short, longer/shorter, tall/short, double/half) * mass or weight (heavy/light, heavier than, lighter than) * capacity/volume (full/empty, more than, less than, quarter) * time (quicker, slower, earlier, later).   **Shape**  To recognise and name common 2D and 3D shapes, including:   * 2D shapes (rectangles (including squares), circles and triangles) * 3D shapes (cuboids (including cubes), pyramids and spheres). |
| Science  [Related image](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiGus7VqvfVAhWFtBQKHWBcCTwQjRwIBw&url=http://rightmi.com/flint-water-quality-michigan-taxpayers-are-going-to-pay-for-it/&psig=AFQjCNH3WTlgZchbWg2p9EPQrRiB2HgORA&ust=1503920475976946) | **Weather and Seasonal Changes**   * Observing changes in the seasons * Observing and describing weather associated with the seasons and how day length varies * Working scientifically to gather data on the weather e.g. wind direction, rainfall, temperature |
| Topic  [Image result for creative curriculum clipart](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiayeWPq_fVAhUK1xQKHaBtAzMQjRwIBw&url=https://delvesjunior.com/2016/01/06/spring-1-creative-curriculum/&psig=AFQjCNFXHtdzulf3FM1A25Zywndt79jbWw&ust=1503920580096075) | **Disaster on Pudding Lane!**   * Explore events beyond living memory that are significant nationally – The great fire of London 1066 * Develop an awareness of the past, using common words and phrases relating to the passing of time * Know where the people and events fit within a chronological framework * Identify similarities and differences between ways of life in different periods – houses, fire-fighters * Use a wide vocabulary of everyday historical terms * Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events * Understand some of the ways in which we find out about the past and identify different ways in which it is represented. |
| PE  [Image result for PE clipart](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiN18PDq_fVAhUFShQKHa7cBDcQjRwIBw&url=https://thetomatos.com/free-clipart-10956/&psig=AFQjCNHluq-EvkPTE_ff1hUYZ-UXDNHiDg&ust=1503920668523346) | **Social Skills:**   * Can I work sensibly with others? * Can I take turns and share? * Can I praise others?   **Physical Skills:**   * Dynamic balance: Jump 2 feet to 2 feet, 2 feet to 2 feet with a quarter turn, tucked jump * Static balance: Seated balance with no hands or feet, seated balance passing object side to side, seated balance with arms and legs stretched out to form ‘dish’ shape |
| Other  [Image result for creative curriculum clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjVnq3zqvfVAhUTlxQKHYv4DuYQjRwIBw&url=http://schliferaward.com/clipart/creative-clip-art.html&psig=AFQjCNFXHtdzulf3FM1A25Zywndt79jbWw&ust=1503920580096075) | * **RE (Christianity)** – What stories are told about God? What do some people do because they believe in God? Exploration of ‘The Christmas Story’ told by Christians. * **Computing** – Creating simple computer programmes using block coding on espresso * **Art** – Exploring colour mixing using paints, find collections of colour, applying colour with a range of tools and exploring the work of Wassily Kandinsky * **PSHE** – Resilience |