SHARE IN OUR LEARNING: Year 1 Autumn A

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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 Graphemes * Reading Phase 2, 3 and Phase 4 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 caterpillar 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: Place Value**   * 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. * Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. * Given a number, identify one more or one less. * Count in multiples of twos.   **Number: Addition and Subtraction**   * Represent and use number bonds and related subtraction facts (within 10) * Add and subtract one digit numbers (to 10), including zero. * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. * Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. |
| 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) | **Seasonal Changes**   * Observing changes in the seasons * Observing and describing weather associated with the seasons and how day length varies |
| 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) | **You, Me and Newchurch**   * Using simple compass directions (N, E, S, W) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. * Recognising key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop * Using aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devising a simple map; and use and construct basic symbols in a key * Using simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment. |
| 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) | **Personal Skills:**   * I ask for help when appropriate * I can work on simple tasks by myself * I can follow instructions and practise safely   **Physical Skills:**   * Coordination – moving in different ways e.g. hopping, skipping, hop-scotch, galloping, side stepping, to create floor patterns * Balance – performing static balance on 1 leg consistently and confidently, holding for 10 seconds. |
| 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 do some people do because they believe in God? * Computing – manipulating images – collecting images using collage apps linked to their learning then adding text to support images * Art – Drawing linked to our learning in science and geography * PSHE – Respect |