

## Geography

- To describe the places that they go often and rarely and what they see on the way to school
- To understand what is near to school, far away and to gain a sense of place
- To use and understand a simple plan of the classroom
- To understand and use a local area map
- To understand what an aerial photograph is and how it is used
- To be able to remember a local journey and the stages in order

### NC links

- Develop knowledge about the locality
- Use simple fieldwork and observational skills in the school, its grounds and surroundings
- Know the differences between a map, plan and aerial photograph
- Recognise landmarks and basic human and physical features
- Use locational and directional language to describe the location of features and routes on a map
- Use basic geographical vocabulary

## Trips/Visits

- Local area walk - Geography
- Welly walk/Senses walk - Science

## Music

Specialist Teacher  
'Pitch'

Year 1  
Autumn 2019

## Computing

Coding and Computer skills

Pupils will learn simple directions, control robots on screen and off and learn basic computer typing skills across the term.

PE Invasion Games

### NC links

- Master basic movements including running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending

## RE

'Does God want Christians to look after the world?'

## PSHE

Being me in my World  
(Jigsaw Unit 1)

## Science – Animals Including Humans

### NC links

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

## Art – Sculpture (Junk Modelling)

### To create buildings of the Local Area

### NC Links

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

## English

### Autumn 1 - The Secret of Black Rock

- Book Talk
- Senses
- Postcards

### Autumn 2 - Hermelin

- Character description
- Letter Writing
- Detective narrative letter

## NC links

**Reading (Comprehension):** • Listen to, discuss and express views about books at a level beyond that which they can read independently; • Discuss the significance of the title and events; • Link what they hear or read to own experiences; • Explain understanding of what is read; • Discuss the sequence of events in books and how items of information are related; • Discuss favourite words and phrases; • Answer and ask questions; • Predict what might happen on the basis of what has been read; • Draw inferences on the basis of what is being said and done; • Participate in discussion about what is read, taking turns and listening to others; • Express views about reading.

**Writing (Composition / Vocabulary, Grammar and Punctuation):** • Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; • Sequence sentences to form short narratives; • Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; • Reread and evaluate writing to check it makes sense and make simple revisions; • Read writing aloud with appropriate intonation to make the meaning clear; • Use new and familiar punctuation correctly; use sentences in different forms; • Expand noun phrases to describe and specify; • Use past and present tense correctly and consistently; • Use simple conjunctions to link subordinate and co-ordinating clauses.

**Speaking and Listening:** • Listen and respond appropriately to adults and peers; • Ask relevant questions to extend knowledge and understanding; • Consider and evaluate viewpoints, attending to and building on the contributions of others; • Participate in discussions, performances, role play, improvisations and debate about what has been read; • Use spoken language to develop understanding through imagining and exploring ideas.

## Maths

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Given a number, identify one more and one less
- 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
- Read and write numbers from 1 to 20 in numerals and words
- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .