



Year: 1  
Term: Autumn 2

| Subject                                                                                           | Prior Skills/Knowledge/language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | New skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>English</b></p> <p>Journey narrative – <i>Hermelin</i></p> <p>Letters – <i>Hermelin</i></p> | <p><b>EYFS</b></p> <p><b><u>Listening and attention</u></b><br/> <b>Listen</b> attentively in a range of situations.<br/> <b>Listen</b> to stories, accurately anticipating key events and <b>respond</b> to what they hear with relevant <b>comments, questions</b> or <b>actions</b>.</p> <p><b><u>Understanding</u></b><br/> <b>Follow</b> instructions involving several ideas.<br/> <b>Answer</b> ‘how’ and ‘why’ questions about their experiences.<br/> <b>Respond</b> to stories or events.</p> <p><b><u>Speaking</u></b><br/> <b>Use</b> past, present and future forms accurately when talking about events that have happened or are to happen in the future.<br/> <b>Develop</b> their own narratives and explanations by connecting ideas or events.</p> <p><b><u>Writing</u></b><br/> <b>Use</b> phonic knowledge to write words in ways which match their spoken sounds.<br/> <b>Write</b> some irregular common words.<br/> <b>Write</b> simple sentences which can be read by themselves and others.</p> <p><b><u>Reading</u></b><br/> <b>Read</b> and <b>understand</b> simple sentences.<br/> <b>Demonstrate</b> understanding when talking with others about what they have read.</p> | <p><b>KS1</b></p> <p><b><u>Speaking &amp; Listening:</u></b><br/> <b>Listen</b> and <b>respond</b> appropriately to others.<br/> <b>Build</b> their vocabulary.<br/> <b>Give</b> well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.<br/> <b>Speculate, imagine</b> and <b>explore</b> ideas.<br/> <b>Participate</b> in discussions, presentations, performances, role play and debates.</p> <p><b><u>Reading:</u></b><br/> <b>Apply</b> phonic knowledge and skills as the route to <b>decode</b> words.<br/> <b>Read</b> common exception words.<br/> <b>Listen</b> to and <b>discuss</b> a wide range of stories.<br/> <b>Become</b> familiar with key stories, retelling them.<br/> <b>Recognising</b> and <b>joining</b> in with predictable phrases.</p> <p><b><u>Writing:</u></b><br/> <b>Compose</b> a sentence orally before writing it.<br/> <b>Sequence</b> sentences to form short narratives.<br/> <b>Leave</b> spaces between words.<br/> <b>Begin</b> to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.<br/> <b>Use</b> capital letters appropriately.</p> | <p><u>Journey narrative</u></p> <ol style="list-style-type: none"> <li><b>Explore</b> and <b>respond</b> to key ideas in the text.<br/> <b>Research</b> background information.<br/> <b>Make</b> predictions about how events will unfold.</li> <li><b>Identify</b> key language features.<br/> <b>Understand</b> that events should be organised to create a clear structure.<br/> <b>Retell</b> stories using text mapping.<br/> <b>Produce</b> short poetic writing pieces inspired by the text.</li> <li><b>Combining</b> words to <b>engage</b> the reader.<br/> <b>Plan, draft, edit</b> and <b>review</b>.<br/> <b>Produce</b> a narrative text using careful language choices.</li> </ol> <p><u>Letters</u></p> <ol style="list-style-type: none"> <li><b>Consider</b> how characters are feeling, dramatising events in the story using role play.<br/> <b>Devise questions</b> to ask that character. <b>Develop</b> well-structured sentences to describe.</li> <li><b>Identify</b> the features of a letter.<br/> <b>Make</b> deductions based on evidence from the text and respond imaginatively.</li> <li><b>Orally rehearse</b> sentences before writing.<br/> <b>Plan, draft, edit</b> and <b>review</b>.<br/> <b>Produce</b> a letter, <b>applying</b> all the learning from this block.</li> </ol> |

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| <p><b>Maths</b><br/>Addition and Subtraction</p> <p>Geometry</p> <p>Number and place value (1-20)</p> | <p><b>EYFS</b><br/><b>Numbers</b><br/><b>Count</b> reliably with numbers from one to 20, <b>Place</b> them in <b>order</b> and say which number is one more or one less than a given number.<br/><b>Use</b> quantities and objects, add and subtract two single-digit numbers.<br/><b>Count on</b> or <b>back</b> to find the answer.<br/><b>Solve</b> problems, including <b>doubling, halving</b> and <b>sharing</b>.</p> | <p><b>Addition and Subtraction</b><br/><b>Solve problems</b> with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; <b>applying</b> their increasing knowledge of mental and written methods.<br/><b>Recognise</b> and <b>use</b> the inverse relationship between addition and subtraction and use this to <b>check</b> calculations and <b>solve</b> missing number problems.</p> <p><b>Geometry</b><br/>Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles).<br/>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres).</p> <p><b>Number and place value</b> (within 20)<br/><b>Count</b> to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number. Given a number, <b>identify</b> 1 more and 1 less.<br/><b>Identify</b> and <b>represent</b> numbers using objects and pictorial representations including the number line, and <b>use</b> the language of: equal to, more than, less than (fewer), most, least.<br/><b>Read</b> and <b>write</b> numbers from 1 to 20 in numerals and words.</p> | <p><b>Addition and Subtraction</b><br/><b>Solve</b> one-step problems that involve addition and subtraction, <b>using</b> concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</p> <p><b>Geometry</b><br/>To recognise, sort and explore patterns using 2D and 3D shapes.</p> <p><b>Number and place value</b> (within 20)<br/><u>Number: Place Value (within 50 – multiples of 2, 5, 10)</u><br/><b>Count</b> forwards and backwards within 20. They <b>use</b> a number track to support where needed, in particular, crossing the tens boundaries and with teen numbers. <b>Use</b> practical equipment to represent numbers to 20 They continue to <b>build</b> their <b>understanding</b> that ten ones can be grouped into one ten.</p> |
| <p><b>Science</b><br/>Uses of Everyday Materials<br/>(Following on from Autumn 1)</p>                 | <p><b>EYFS</b><br/><b>Understanding the World</b><br/><b>Know</b> about similarities and differences in relation to objects and materials.<br/><b>Talk</b> about and <b>make observations</b> that various objects can be made from a number of different materials.</p>                                                                                                                                                    | <p><b>Identify, name, draw and label</b> basic materials that can be found in everyday life (wood, metal, plastic, paper, etc...)<br/><b>Use</b> observations and ideas to <b>suggest</b> answers to questions.<br/><b>Gather</b> and <b>record</b> data to help answer questions.<br/><b>Ask</b> simple questions and <b>recognise</b> that they can be answered in different ways.<br/><b>Perform</b> simple tests.<br/><b>Observe</b> closely, using simple equipment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ol style="list-style-type: none"> <li><b>1. Changing Materials</b> - Chn will begin to distinguish between an object and the material an object is made from.</li> <li>Chn will be able to identify and name various materials (wood, glass, metal, plastic, etc.).</li> <li><b>3. Material Strength</b> - Chn will be able to simply describe the properties of some materials.</li> <li>To look at the sustainability of some materials and understand that not all materials will stay the same. (Steel rusts, etc...)</li> </ol>                                                                                                                                                                                                                                                                |

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| <p><u>History</u></p> <p>The Great Fire of London</p>            | <p><b>EYFS Understanding the world</b></p> <p><b>Talk</b> about past and present events in their own lives and in the lives of family members. <b>Know</b> about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p><b>Understand</b> where and when the Great Fire of London started.</p> <p><b>Understand</b> events of the Great Fire of London. <b>Find</b> out why the fire spread so quickly and stayed alight for so long.</p> <p><b>Find</b> out about Samuel Pepys and his diary. <b>Explore</b> the role of firefighters of the past / now.</p>                                                                                                                                    | <ol style="list-style-type: none"> <li>1. Chn will begin to locate London on a map and recognise that the Great Fire of London happened in the past.</li> <li>2. Chn will investigate and retell events of the build up and during the Great Fire.</li> <li>3. Chn will explore a range of reasons as to why the Fire spread so quickly.</li> <li>4. Chn will recreate buildings from London</li> <li>5. Chn will find out the importance of Samuel Pepys work in understanding what happened at this time</li> <li>6. Chn will explore and compare the role of firefighters of the past and now.</li> </ol> |
| <p><u>PE</u></p> <p>Ball Skills</p>                              | <p><b>EYFS</b></p> <p><b>Moving and Handling</b></p> <p><b>Show</b> good control and co-ordination in large and small movements.</p> <p><b>Move</b> confidently in a range of ways, safely negotiating space.</p> <p><b>Handle</b> equipment and tools effectively.</p>          | <p>Pupils will develop a range of <b>physical, social, emotional and thinking skills</b> during half term of PE lessons.</p> <p><b>Physical skills</b> such as throwing, catching, tracking and dribbling. <b>Social skills:</b> cooperation, coordination, communicating and leadership.</p> <p><b>Emotional skills</b> by challenging themselves and persevering and finally <b>thinking skills</b> such as using tactics, exploring possibilities and comprehension.</p> | <ol style="list-style-type: none"> <li>1. Chn will develop control and coordination when dribbling a ball with their hands.</li> <li>2. Exploring accuracy when rolling a ball.</li> <li>3. Exploring throwing a ball with accuracy towards a target.</li> <li>4. Pupils will attempt and try catching a ball with two hands.</li> <li>5. Chn will explore control and coordination when dribbling a ball with their feet.</li> <li>6. Exploring tracking a ball that is coming towards pupils.</li> </ol>                                                                                                   |
| <p><u>RE</u></p> <p>Why does Christmas matter to Christians?</p> | <p><b>EYFS</b></p> <p><b>Christmas</b></p> <p><b>Discussing</b> all the different ways in which we celebrate the birthdays of people. If possible the <b>visit</b> of a baby to your classroom and/or a collection of baby items.</p>                                            | <p><b>Give</b> a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p><b>Recognise</b> that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians <b>use</b> the story of the nativity to guide their beliefs and actions at Christmas.</p>                                                                                                                                        | <ol style="list-style-type: none"> <li>1. Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>2. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> </ol>                                                                                                                                                                                                                                                       |

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|                                                                                       | <p><b>Talking</b> about the ways in which the children will be <b>celebrating</b> Christmas.</p> <p><b><u>Why do Christians perform the nativity at Christmas?</u></b><br/> <b>Exploring</b> how God came to earth as Jesus Christ. <b>Understanding</b> that people are God's treasured possessions and are precious to God.</p> | <p><b>Decide</b> what they personally have to be thankful for at Christmas time.</p> <p>Sikhism</p>                                                                                                                                                                                                                                                                                                                                                                                                                             | <ol style="list-style-type: none"> <li>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</li> <li>Know about Guru Nanak and his importance in the Sikh faith. Reflect on the qualities needed to be a good leader.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b><u>PSHE (jigsaw)</u></b></p> <p>Celebrating difference</p> <p>Anti-bullying</p> | <p><b>EYFS</b></p> <p><b><u>Health and Self Care</u></b><br/> <b>Know</b> the importance of good health including physical exercise, and a healthy diet, and <b>talk</b> about ways to keep healthy and safe.</p>                                                                                                                 | <p>Be able to <b>identify</b> similarities and differences between themselves and people in the class and around them.</p> <p><b>Know</b> that there are things which make us unique but <b>understand</b> that this is what make us all brilliant.</p> <p><b>Understand</b> what bullying is and what to do if there are ever any concerns or worries.</p> <p><b>Know</b> where to get <b>support</b> from peers and adults in school.</p> <p><b>Explore</b> how to <b>develop</b> new friendships.</p>                        | <p><b><u>Celebrating difference</u></b></p> <ol style="list-style-type: none"> <li>Identify similarities between people in class.</li> <li>Identify differences between people in class.</li> <li>Tell you what bullying is.</li> <li>Know some people who I could talk to if I was feeling unhappy or being bullied.</li> <li>Know how to make new friends.</li> <li>Tell you some ways I am different to my friends.</li> </ol>                                                                                                                                                                                                                                                                                        |
| <p><b><u>Art</u></b></p> <p>Colour creations</p>                                      | <p><b>EYFS</b></p> <p><b><u>Expressive arts and design</u></b> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>Being imaginative</u></b> To represent their own ideas, thoughts and feelings through art.</p>                 | <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | <ol style="list-style-type: none"> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>Learn about the work of a range of artists in the context of making: <ul style="list-style-type: none"> <li><b>Piet Mondrian</b> (a collage from primary colours.)</li> <li><b>Mark Rothko</b> (a painting from secondary and tertiary colours.)</li> <li><b>Paul Klee</b> (a painting from tints)</li> <li><b>Jackson Pollock</b> (a painting from shades)</li> <li><b>Robert and Sonia Delaunay</b> ( a painting from warm and cool colours)</li> <li><b>Wassily Kandinsky</b> (a painting using colours mixed by themselves)</li> </ul> </li> </ol> |

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| <p><u>Computing</u></p> <p><b>Grouping and Sorting</b></p> | <p><b>EYFS</b></p> <p>Chn will have encountered many puzzles and problem-solving activities in order to develop control and confidence.</p> <p>Children will also have developed a more positive attitude towards a trial-and-error approach.</p> | <p>During this grouping and sorting unit, pupils will begin to use <b>key words and phrases in context</b> such as: 'Grouping', 'Sorting', 'They have been sorted by ...', etc.</p>                                                                                                                                                                                                                                                                         | <ol style="list-style-type: none"> <li>1. <b>Sorting away from the Computer</b> – To identify that objects can be different to each other and sort them by shape, size or colour.</li> <li>2. Chn can discuss and give reasons why objects have been sorted in a particular way using appropriate language.</li> <li>3. <b>Sorting on the Computer</b> – Understand that objects can be sorted into groups and groups do not have to be equal.</li> <li>4. Attempt grouping activities using Purple Mash.</li> <li>5. Chn to create their own grouping activities and games using Purple Mash</li> <li>6. Recap of grouping and sorting learning and key vocabulary learned.</li> </ol> |
| <p><u>Music</u></p> <p><b>Ho Ho Ho</b></p>                 | <p><b>EYFS</b></p> <p><u>Expressive arts and design</u></p> <p>Chn have explored various music genres and sounds through various means such as instruments, audio and materials.</p>                                                              | <p>Pupils will have the opportunity to <b>listen</b> and <b>appraise</b> various pieces of music while focusing one main song - 'Ho Ho Ho'</p> <p>Pupils will use their voices and bodies creatively through songs, chants and rhymes as well as experiencing new instruments through <b>musical activities and games</b>.</p> <p>Pupils will experience a wide variety of music and look at dimensions of music (pitch, rhythm and finding the pulse).</p> | <p>Pupils will learn, practice and hear the focus song for this half term, 'Ho Ho Ho' each lesson on top of other pieces of music.</p> <ol style="list-style-type: none"> <li>1. Pupils will listen, appraise and become familiar with the song 'Ho Ho Ho'.</li> <li>2. Listen to 'Ho Ho Ho', musical activities and performance.</li> <li>3. Listen to 'Bring Him Back Home', musical activities and performance.</li> <li>4. Listen to 'Suspicious Minds', musical activities and performance.</li> <li>5. Listen to 'Sir Duke', musical activities and performance.</li> <li>6. Listen to 'Fly me to the Moon', musical activities and performance.</li> </ol>                       |



**St Cleopas CE Primary School**

**Information sheet for parents or carers of children in Year 1**

|                                 |                                            |
|---------------------------------|--------------------------------------------|
| <b>Term</b>                     | Autumn 2                                   |
| <b>Class teacher</b>            | Miss Williams (Mon-Wed) Mr Evans (Wed-Fri) |
| <b>KS 1 Teaching Assistants</b> | Miss Bohanna, Mrs O'Brien, Mrs Dibbert     |

School begins at 9.00am and ends at 3:00pm.  
 Remember excellent attendance and punctuality is essential to your child making the best of school.  
*Please remember to inform the office of any change in dietary/medical needs, change of address, home or mobile number, or any emergency contact information.*

| <b>Things to know</b>                                    |               |                |                  |                 |               |
|----------------------------------------------------------|---------------|----------------|------------------|-----------------|---------------|
|                                                          | <b>Monday</b> | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b> | <b>Friday</b> |
| <b>Homework and spellings</b>                            | ✓<br>returned | ✓<br>sent home |                  |                 |               |
| <b>Reading books</b><br>(only bring to class on Fridays) | ✓<br>returned | ✓<br>sent home |                  |                 |               |
| <b>PE kit</b>                                            |               |                |                  |                 | ✓             |

We will continue to encourage all children to wash their hands regularly and sanitise.  
 We will also keep the room well ventilated with windows/doors open so ensure your child keeps warm with vests/t-shirts under their uniform as the winter months are upon us.  
 All children should bring in clean water every day (not juice) preferably in a reusable water bottle.  
 Please ensure your child has a coat in school at all times and all uniform **MUST** be labelled with your child's name or your child **will** come home with a wrong piece of uniform! PE kits stay in school until half term to be washed.  
 Only stud earrings should be worn (if necessary) and no other items of jewellery for safety reasons.

| <b>This term we are going to be covering the following topic:</b> |                                                                                                                                                                                                                                                                                                           |
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| <b>Science</b>                                                    | <b>Use of Everyday Materials</b> - The children will continue to learn to identify, compare and name a variety of everyday materials. As well as take part in a range of experiments.                                                                                                                     |
| <b>History</b>                                                    | <b>The Great Fire of London</b> - Pupils will learn about how the fire started, why it spread so quickly, Samuel Pepys' written recordings and how things have changed since.                                                                                                                             |
| <b>PSHE</b>                                                       | <b>Celebrating Differences</b> - Respect for similarity and difference. Anti-bullying and being unique.                                                                                                                                                                                                   |
| <b>RE</b>                                                         | <b>Christmas</b> - Why does Christmas matter to Christians? Give a clear account of the story of Jesus' birth. Explore ways in which Christians use the story to guide their beliefs and actions. Sikhism.                                                                                                |
| <b>PE</b>                                                         | <b>Ball Skills</b> - Pupils will develop a range of skills including teamwork, control, coordination and accuracy when throwing, catching and rolling balls of various sizes.                                                                                                                             |
| <b>Music</b>                                                      | <b>Ho Ho Ho</b> - Children will learn the Christmas song 'Ho Ho Ho' and continue to build upon various dimensions of music such as pitch, rhythm and finding the pulse.                                                                                                                                   |
| <b>Computing</b>                                                  | <b>Grouping and Sorting</b> - Pupils will look at grouping and sorting items away from and on the computer and give reasons why things have been sorted in such a way.                                                                                                                                    |
| <b>Art</b>                                                        | <b>Colour Creations</b> - Children will choose, use and mix colours to create quality art work that shows progression in skills. They will have the opportunity to explore the life and work of six key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles. |

The children will continue to have opportunities to explore our continuous provision and challenges available within the classroom throughout the week.