



Year: 1

Term: Autumn 1

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

Postcards -

*The Secret of
Black Rock*

Postcards

Listening and attention

Listen attentively in a range of situations.
Listen to stories, accurately anticipating key events and **respond** to what they hear with relevant **comments, questions** or **actions**.

Understanding

Follow instructions involving several ideas.
Answer 'how' and 'why' questions about their experiences.
Respond to stories or events.

Speaking

Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
Develop their own narratives and explanations by connecting ideas or events.

Writing

Use phonic knowledge to write words in ways which match their spoken sounds.
Write some irregular common words.
Write simple sentences which can be read by themselves and others.

Reading

Read and **understand** simple sentences.
Demonstrate understanding when talking with others about what they have read.

Postcards

Speaking & Listening:

Listen and **respond** appropriately to others.
Build their vocabulary.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Speculate, imagine and **explore** ideas.
Participate in discussions, presentations, performances, role play and debates.

Reading:

Apply phonic knowledge and skills as the route to **decode** words.
Read common exception words.
Listen to and **discuss** a wide range of stories.
Become familiar with key stories, retelling them.
Recognising and **joining** in with predictable phrases.

Writing:

Compose a sentence orally before writing it.
Sequence sentences to form short narratives.
Leave spaces between words.
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Use capital letters appropriately.

Postcards

1. **Consider** how characters are feeling, dramatising events in the story using role play.
Devise questions to ask that character.
Develop well structured sentences to describe.
2. **Identify** the features of a postcard.
Make deductions based on evidence from the text and respond imaginatively.
3. **Orally rehearse** sentences before writing.
Plan, draft, edit and **review**.
Produce a postcard, **applying** all the learning from this block.

<p><u>Science</u></p> <p>Uses of Everyday Materials</p>	<p>EYFS <u>Understanding the World</u> Know about similarities and differences in relation to objects and materials.</p> <p>Talk about and make observations that various objects can be made from a number of different materials.</p>	<p>Identify, name, draw and label basic materials that can be found in everyday life (wood, metal, plastic, paper, etc...) Use observations and ideas to suggest answers to questions. Gather and record data to help answer questions. Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Observe closely, using simple equipment.</p>	<ol style="list-style-type: none"> 1. Changing Materials - Chn will begin to distinguish between an object and the material an object is made from. Chn will be able to identify and name various materials (wood, glass, metal, plastic, etc.). 3. Material Strength - Chn will be able to simply describe the properties of some materials. To look at the sustainability of some materials and understand that not all materials will stay the same. (Steel rusts, etc...) 5. Ship Building - Pupils will learn about which materials can float and which materials sink and why. 6. Materials in History - The use of plastics and the damage that it can cause to our environment. Looking at the positive impact that people are having to reduce our plastic waste and the alternatives.
<p><u>Geography-</u></p> <p>Where do I live</p>	<p>EYFS <u>Understanding the world</u> Talk They talk about the features of their own immediate environment and how environments might vary from one to another.</p> <p>Know Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Understand the world is made up of continents and countries. Find out about the different features and characteristics of the UK Find out about the countries in the UK Explore the town we live in.</p>	<ol style="list-style-type: none"> To be able to name the 7 continents of the world and locate the UK on a world map. To be able to identify the countries and capital cities of the UK. To be able to identify features and characteristics of the countries of the UK. To explore the town we live in. To be able to describe where we live

<p><u>RE</u></p> <p>Jesus was special</p>	<p><u>EYFS</u></p> <p><u>I am Special</u> Talk about God as Heavenly Father and that He makes each one of us different and special. Explore all about themselves, their likes, dislikes, etc. Talk about emotions and the experiences related to them.</p> <p><u>Stories Jesus Told</u> Know that Jesus told important stories called parables. Understand that Jesus told these stories to teach us about God and how to live our lives.</p>	<p>Know that the stories of Jesus miracles are found in the Gospels in the New Testament. Understand that Christians believe that the miracles reveal Jesus as the Son of God Retell the stories about Jesus covered in this unit. Talk about my own experiences and feelings. Respond sensitively to questions about my own and others experiences and feelings. Reflect on Sikh statements of belief.</p>	<ol style="list-style-type: none"> 1. Chn will explore what it means to be special and the role of Jesus' disciples. 2. Chn will locate stories of Jesus' miracles in the New Testament. 3. Chn will read some of these stories to explore the messages shared. 4. Chn will retell some of the stories of Jesus. 5. Chn will begin to share their feelings and experiences of weddings / christenings. 6. Chn will refelect on the Sikh statements of belief and compare these to Christian beliefs.
<p><u>PSHE</u></p> <p>Being Me in my world</p>	<p><u>EYFS</u></p> <p><u>Health and Self Care</u> Know the importance of good health including physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Help others to feel welcome. Try to make our school community a better place. Think about everyone's right to learn. Care about other people's feelings. Work well with others. Understand how to follow our learning charter.</p>	<ol style="list-style-type: none"> 1. Chn will learn to feel special. 2. Chn will know that they belong to our class. 3. Chn should know how to make their class a safe place for everybody to learn. 4. Chn should understand the rights and responsibilities of being a member of their class and know their views are valued and they can contribute to the Learning Charter 5. Chn recognise how it feels to be proud of an achievement 6. Chn can recognise the choices they make and understand the consequences.

<p><u>PE</u></p> <p>Ball skills</p>	<p><u>EYFS</u></p> <p>Moving and Handling</p> <p>Show good control and co-ordination in large and small movements.</p> <p>Move confidently in a range of ways, safely negotiating space.</p> <p>Handle equipment and tools effectively.</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<ol style="list-style-type: none"> 1. Chn will practise throwing and catching a ball/beanbag in different ways. 2. Chn will play team games, developing attacking and defending skills. 3. Chn will learn to throw accurately towards a target. 4. Chn will begin to practise accuracy when hitting a ball with a racket/bat. 5. Chn will develop team work skills to keep up a ball using developed skills. 6. Chn will practise their ball control, dribbling and stopping with a foot and using hockey sticks.
<p><u>DT</u></p> <p>Fruit and vegetables</p>	<p><u>EYFS</u></p> <p><u>Expressive arts and design</u></p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p>	<p>To look closely at the similarities and differences of fruit and vegetables and sort according to specific criterion.</p> <p>Investigate first hand and make choices based on individual preferences.</p> <p>Select favourite fruits and design a healthy snack.</p> <p>Create a snack using a variety of skills and tools then evaluate at the conclusion.</p>	<ol style="list-style-type: none"> 1. Find out favourite fruits and veg in class and create pictograms. 2. Examine, taste and describe a variety of fruits and vegetables. 3. Find out how to handle and prepare a variety of fruits and vegetables. 4. Design a recipe to include fruit. 5. Make and evaluate a food product based on a design. 6. Investigate where food comes from.
<p><u>Music</u></p> <p>Hey you!</p>	<p><u>EYFS</u></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 listen and appraise various pieces of music while focusing one main song - Hey you!</p> <p>Pupils will use their voices creatively through songs, chants and rhymes as well as experiencing new instruments through musical activities.</p>	<ol style="list-style-type: none"> 1. Listen to 'Hey you!', musical activities and performance. 2. Listen to 'Me, Myself and I', musical activities and performance. 3. Listen to 'Fresh Prince of Bel Air', musical activities and performance.

		<p>Pupils will experience a wide variety of music and look at dimensions of music.</p>	<ol style="list-style-type: none"> 4. Listen to 'Rapper's Delight', musical activities and performance. 5. Listen to 'U can't touch this', musical activities and performance. 6. Listen to 'It's like that', musical activities and performance.
<p>Computing</p>	<p>EYFS</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>Pupils will begin to use computing key words and phrases in context. Pupils will also start to develop problem solving skills by reading through their created code or asking their peers.</p> <p>Chn will understand what algorithms are, how they can be implemented into programmes and execute these programmes through precise instructions.</p>	<ol style="list-style-type: none"> 1. Instructions - Giving and following instructions. 2. Objects and Actions - Creating a programme using code blocks. 3. Events - Creating a simple programme using code blocks. 4. When code executes - Chn when their programme has been executed and run. 5. Setting the scene - Editing scenes by adding, moving and deleting objects. 6. Using a plan - Chn to design a plan for their Free Code Scene program.