SCIENCE
Animals including humans
My Body

Science Objectives

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

P.E
GAMES Unit 1 - Focus on ball skills and games
Children should learn:
- To know and show different ways of using a ball.
- To understand how to use apparatus for its intended purpose.
- To observe, copy and play games as an individual and in two's.
- To move safely and actively about the space.

DANCE Unit 1 - STREAMERS, CONKERS, PLAYING WITH A BALL
Children should learn:
- To respond to a range of stimuli.
- To make rounded and spiky shapes with their bodies and create different patterns in the air or on the floor.
- To choose appropriate movements to express the dance idea.

GYMNASTICS Unit D - Flight - Bouncing, Jumping and Landing
Children should learn:
- To bounce, hop, spring and jump using a variety of take-offs and landings.
- To observe, recognise and copy different body shapes.
- To link together two or more actions with control and be able to repeat them.
- To describe what they see using appropriate vocabulary.

R.E

What can we learn about Christianity from visiting a church?

How do Sikhs show belonging?

ART AND DESIGN:
Drawing

*Exploring mark making.
*Making tools for mark making.
*Making a surface to mark make on.

Painting

*Exploring thick and thin paint.
*Developing painting techniques using different brush strokes.

HISTORY/GEOGRAPHY
- **The lives of significant individuals in the past who have contributed to national/international achievements**
- **Changes within living memory (moon landing)**

Historical Key Questions
Who was Christopher Columbus? Explorer. Sailed from Europe to America.
When did he live? Born in 1451. The Renaissance.
What did he do? Sailed bravely into the unknown. New World. Native Americans. Didn't 'discover' America (Vikings landed there 500 years earlier).
What is his legacy? Started regular contact between America and Europe. Other explorers. New discoveries. Effect on Native American population.
Possible educational visit: Hartlepool's Maritime Experience
Who was Neil Armstrong? Astronaut.
When/where did he live?
What did he do? First man on the moon.
What is NASA?
What is his legacy? Global impact.
Possible educational visit: Centre for Life planetarium

ENGLISH:

Grammar focus:
Write, leaving spaces between words
Use capital letters for the names of people, places, days of the week, etc.

Spelling focus:
Revision of those sounds learned in Reception and introduction of new digraphs (two letters making one sound, e.g. 'ai') and trigraphs (three letters making one sound, e.g. 'ure').

Handwriting:
Letter formation practise:
Long ladder family (l i j t u y)
One-armed robot family (r n m b h k p)
Curly caterpillar family (o a e s d g q f c)
Zig-zag monster family (v w x z)
Capital letters
Vowel practise (a e i o u)

Stories in familiar settings
- Write sentences to describe a favourite toy.
- Write sentences to describe members of their family.

Postcards and Letters
- To write a Wanted Poster.

Songs and repetitive poems
- To write a Love and Hate list poem.
- Write their own worm poems.

YEAR 1
Autumn 1st Half

Christopher Columbus/Neil Armstrong

MATHEMATICS:

Number & Place Value
- Count to and across 100, forwards and backwards, beginning with 0 or 1.
- Count, read numbers to 100 in numerals.
- Given a number, identify one more and one less.
- Identify and represent numbers using objects and pictoral representations including the number lin, and use the language of equal to, more than, less than, most, least.
- Read and write numbers from 1 to 20 in numerals.

Length and Mass/Weight
Measure and begin to record the following;
- Lengths and heights
- Mass/weight

Addition & Subtraction
- Read, write and interpret mathematical statements involving addition, subtraction and equals signs.
- Add and subtract one-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.

Money
Recognise and know the value of different denominationsof coins and notes.

COMPUTING
E-Safety
Understand what personal information is.
To be able to understand the importance of asking for help from an adult when on the internet
What do we mean by personal information?
Why is personal information special?
Who is a trusted adult?
Who would you speak to if you needed help on the computer?

Explore
I know that computers need precise instructions.
I know that computers have no intelligence and that computers can do nothing unless a program is run.
I know that an algorithm is a set of instructions.
I can use symbols to show an algorithm.
I can explain the steps in a simple algorithm.

DESIGN AND TECHNOLOGY:
MOVING PICTURES
DESIGN
design purposeful, functional, appealing products for themselves and other users based on design criteria
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
MAKE
select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
EVALUATE
explore and evaluate a range of existing products
evaluate their ideas and products against design criteria
TECHNICAL KNOWLEDGE
explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

FRENCH:

Familiarising ourselves with France

Children will become familiar with the country they will be learning the language of; think about ways of life and aspects of geography. Where is France? How do you get there? What is its capital city? Make comparisons with London.

MUSIC

Ongoing: Nursery Rhymes/Action Songs

Sounds Interesting

This unit develops children's ability to identify different sounds and to change and use sounds expressively.