

HG&E

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Place pictures of a person in chronological order.)

RE – Which books are special to Christians and Muslims?

- Talk about similarities between themselves and others, and among families, communities and traditions.
- Talk about things which are special to them and how some books are special to religious believers.
- Explore and ask questions about the meanings of stories.

PSHCE – All about me and I am special.

To maintain good personal hygiene. Keeping clean, keeping germs away. Washing our hands after the toilet. Keeping fit and healthy.

ICT

- To control the mouse when using a simple programme.
- To make choices by clicking with the mouse
- To know that pressing letters on the keyboard makes them appear on the screen.
- To listen to a talking story on the computer.
- To use a simple counting programme.
- To take turns on the computer.
- To name the parts of the computer.
- Talk about what personal information is.
- Recognise age appropriate websites.
- Follow sensible internet safety rules.

Literacy -Reading

- Secure at reading words with phase 3 and 4 phonic sounds
- Identify which words appear again and again
- Relate reading to own experiences.
- Re-reads if reading does not make sense.
- Re-tell with considerable accuracy.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said & done.

Literacy - Writing

Writing: Spelling

- To begin to spell common exception words.

Writing: Composition

- Say sentence orally before writing it.
- Sequence sentences to form short narratives.
- Re-read what they have written to check that it makes sense.

Writing – vocabulary, grammar and punctuation

- Write sentence with capital letters, full stops and finger spaces.
- Use the conjunction and to join sentences.
- To begin to punctuate sentences using a capital letter and a full stop.
- Use a capital letter for names of people, places, the days of the week and the personal pronoun I

Handwriting

- Use the correct formation for lower case letters
- Use the correct formation for capital letters
- Use the correct formation of numbers

Numeracy

Number & Place Value

- Count to 10, forwards and backwards, beginning with 0 or 1, or 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.
- 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 (+) and subtraction (-) and equals (=) signs.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Geometry: Shape

- Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.

PE

Real PE:

- To explore movement patterns. (galloping, hopping, side stepping)
- To follow instructions and practise safely.
- To work on simple tasks independently.

Baseline Unit – Lost and Found:

- To know the fundamental movement skills of hopping, jumping and underhand throwing.
- To develop fundamental movement skills.

This is me and my senses Autumn 1

S&T

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and Guidance:

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.