

### RE – Which books and stories are special?

- 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
- Know which books are special to Christians and Muslims

### Art/DT- Basic skills- Making holes and attachment techniques

- To make holes with a hole punch, fold and snip technique, blu-tac and sharp pencil,
- To use split pins to design and make a mask/ moving part

### Computing

- To use technology safely and respectfully
- To learn to turn on computing equipment safely
- To switch on a computer and log on
- To log off a computer
- To shut down a computer
- To use the trackpad
- To open an application

### PE

#### **Dance – Growing:**

- To respond to rhythm and patterns through their movement
- To control and co-ordinate their bodies to perform a motif
- To use improvisation to explore various dynamics and movement qualities
- To explore the relationship between two living things, creating movement patterns

#### **Locomotion – Running:**

- To explore running
- To develop their running technique applying it into a game
- To apply pupils knowledge of how to run and where to run, while exploring running at different speeds
- To apply the correct technique of running as fast as we can in a racing context
- To apply pupils understanding and application of running over a longer duration and as part of a team
- To apply their understanding of running, applying it into a competitive game

### Humanities

- To sequence daily events
- To recount changes that have occurred in their own lives.
- Observe the weather

### PSHCE – VIPS- Families and close positive relationships

- About the roles of different people in our lives
- To identify common features of family life
- That it is important to tell someone if something about their family makes them unhappy or worried

#### Friendships

- About how people make friends and what makes a good friend
- About how to recognise when they or someone else feels lonely and what to do
- To ask for help if a friendship is making them feel unhappy

### Literacy -Reading & Phonics

- Secure at reading words using Floppy's Phonics.
- 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.
- Discuss the significance of the title & events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said & done.
- Read with pace & expression, i.e. pause at full stop; raise voice for a question
- Know the difference between fiction and non-fiction texts.

## All About Me Autumn 1



### Science

#### Animals, including humans

- To identify, name, draw and label basic parts of the human body
- To draw my body and label my body parts
- To say which parts of the body I use to see, hear, taste, smell and feel
- To perform simple tests to investigate the senses
- To observe the sense closely using simple equipment
- To use observations and ideas about the sense to suggest answers to questions

### Literacy - Writing

- *To say out loud what they are writing about.*
- *To compose a sentence orally before writing.*
- *To sequence sentences to form short narratives.*
- *To discuss what they have written.*
- *To reread writing to check it makes sense and to independently begin to make changes.*
- *To read their writing aloud clearly enough to be heard.*
- Recognise lowercase and capital letters
- Use a capital letter to start a sentence
- Use a full stop at the end of one sentence
- Make sure there are spaces between my words
- Recognise and use a noun in a simple sentence
- Recognise and use a verb in a simple sentence
- Use the personal pronoun 'I'
- Use s to form regular plurals
- Use ing

### Whole class texts

Stuck

Head to Toe

Oi Frog!

### 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 to 10 using objects and pictorial representations including the number line
- Compare and order numbers within 10
- Use language such as greater, more, less, fewer, equal
- Know 1 more and 1 less than a number within 10

#### **Addition and Subtraction:**

- Recognise and use the part whole model
- Represent and use number facts for 5
- Represent and use number facts for 6,7,8,9