



# Year 1 Autumn Planning 2023



Subject	Planning		
<b>Religious Education</b>	<b>Domestic Church – Families.</b>  God's love and care for every family.	<b>Baptism/Confirmation – Belonging.</b>  Baptism an invitation to belong to God's family.  <b>Judaism</b> Stories – Abraham and Moses.	<b>Advent/Christmas – Waiting.</b>  Advent a time to look forward to Christmas.
<b>English</b>	<b>Vehicle Text 1: Old Bear.</b> Writing Outcomes. <ul style="list-style-type: none"> <li>Narrative: Finding narrative.</li> <li>Letter: Message.</li> </ul> <b>Vehicle Text 2: Rapunzel.</b> Writing Outcomes. <ul style="list-style-type: none"> <li>Narrative: A traditional tale.</li> <li>Instructions: How to catch a witch.</li> </ul> <b>Reading for Pleasure:</b> Stories linked to the Vehicle Texts. Various familiar stories.		Revision of Reception spelling rules and <ul style="list-style-type: none"> <li>Leaving spaces between words.</li> <li>Joining words and clauses using 'and'.</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>Learning to spell common exception words.</li> <li>Forming lower case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters.</li> <li>Understand which letters belong to which handwriting families.</li> </ul>
<b>Maths</b>	<b>Daily Practice</b> <ul style="list-style-type: none"> <li>Retrieval – FB4.</li> <li>Counting from 1 to 100.</li> <li>Basic skills games.</li> </ul>	<b>Place Value</b> <ul style="list-style-type: none"> <li>Sort objects.</li> <li>Count objects.</li> <li>Represent objects.</li> <li>Count, read and write forwards from any number 0 to 10 in numerals and words.</li> <li>Count, read and write backwards from any number 0 to 10 in numerals and words.</li> <li>Count one more.</li> <li>Count one less.</li> <li>One-to-one correspondence to start to compare groups.</li> <li>Compare groups using language such as equal, more/greater, less/fewer.</li> <li>Introduce &lt;, &gt; and = symbols.</li> <li>Compare numbers.</li> <li>Order groups of objects.</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Part-whole model.</li> <li>Write number sentences.</li> <li>Fact families – addition facts.</li> <li>Find number bonds for numbers within 10.</li> <li>Systematic methods for number bonds within 10.</li> <li>Number bonds to 10.</li> <li>Compare number bonds.</li> <li>Addition – adding together.</li> <li>Addition – adding more.</li> <li>Addition problems.</li> <li>Finding a part.</li> <li>Subtraction – taking away, how many left? Crossing out.</li> <li>Subtraction – taking away, how many left? Introducing the subtraction symbol.</li> <li>Subtraction – finding a part.</li> </ul>
	<b>Geometry</b> <ul style="list-style-type: none"> <li>Recognise and name 3-D shapes.</li> <li>Sort 3-D shapes.</li> <li>Recognise and name 2-D shapes.</li> <li>Sort 2-D shapes.</li> <li>Patterns with 3-D and 2-D shapes.</li> </ul>		



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	<ul style="list-style-type: none"> <li>Order numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Fact families – the 8 facts.</li> <li>Subtraction – counting back on a number line.</li> <li>Subtraction – finding the difference.</li> <li>Add or subtract 1 or 2.</li> </ul>
	All maths will have reasoning and problem solving interwoven throughout the children’s learning.	
<b>Science</b>	<p><b>Everyday Materials – Children can:</b></p> <ul style="list-style-type: none"> <li>Tell the difference between an object and the material from which it is made.</li> <li>Name a variety of everyday materials, including wood, plastic, glass, metal and fabric.</li> <li>Describe some everyday materials.</li> <li>Make groups of materials based on what they are like.</li> </ul> <p><b>Seasonal Change (On-going) – Children can:</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>	
<b>Computing</b>	<p><b>Basic Computing Skills – Children will:</b></p> <ul style="list-style-type: none"> <li>Learn how to log in and shut down a computer accurately.</li> <li>Begin to understand the importance of a password.</li> <li>Develop keyboard and mouse skills.</li> </ul>	
<b>Spanish</b>	<ul style="list-style-type: none"> <li>Name, feelings, where you live, age.</li> <li>Body and face parts.</li> <li>Tengo dos Ojos, head, shoulders – songs.</li> <li>All the colours/ El Monstruo Verde – story.</li> <li>Numbers 1-20.</li> </ul>	
<b>History</b>	<p><b>Toys – Children can:</b></p> <ul style="list-style-type: none"> <li>Show an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Describe where people and events fit within a chronological order and identify similarities and differences.</li> <li>Use a wide vocabulary of everyday historical terms.</li> <li>Describe changes within living memory and aspects of change in national life.</li> </ul>	
<b>Geography</b>	<p><b>Seasons and Weather (This topic will be ongoing across the year) – Children will:</b></p> <ul style="list-style-type: none"> <li>Explore UK weather patterns.</li> <li>Observe seasonal weather and compare how the weather is different from other seasons.</li> <li>Focus on similarities and differences between contrasting environments.</li> </ul>	



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	<p><b>Our Local Area – Children will:</b></p> <ul style="list-style-type: none"> <li>• Explore the area local to our school.</li> <li>• Identify features of land use around the school.</li> <li>• Use simple locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks.</li> <li>• Use simple fieldwork and observational skills to study the geography of our surrounding area.</li> </ul>	
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• <b>Information to follow.</b></li> </ul>	
<p><b>Art</b></p>	<p><b>Colour Creations – Children will explore:</b></p> <ul style="list-style-type: none"> <li>• Colour mixing.</li> <li>• Sketching.</li> <li>• Shading.</li> <li>• Creating artwork in the style of Wassily Kandinsky.</li> </ul>	
<p><b>Design Technology</b></p>	<p><b>Wheels and Axles - Children can:</b></p> <ul style="list-style-type: none"> <li>• Plan and design.</li> <li>• Design useful, pleasing products for themselves and others based on a design brief.</li> <li>• Can assess their ideas and products against a design brief.</li> <li>• Use simple tools and materials to make products.</li> <li>• Make structures by joining simple objects together.</li> <li>• Use wheels and axles in a product.</li> </ul>	
<p><b>PE</b></p>	<p><b>Fundamental Skills – Children will:</b></p> <ul style="list-style-type: none"> <li>• Explore balance, stability and landing safely.</li> <li>• Explore how the body moves differently when running at different speeds.</li> <li>• Explore changing direction and dodging.</li> <li>• Explore jumping, hopping and skipping actions.</li> <li>• Explore co-ordination and combination jumps.</li> <li>• Explore combination jumping and skipping in an individual rope.</li> <li>• Understand the role of defenders and attackers.</li> <li>• Recognise who to pass to and why.</li> <li>• Move towards goal with the ball.</li> <li>• Support a teammate when playing in attack.</li> <li>• Move into space showing an awareness of defenders.</li> <li>• Stay with a player when defending.</li> </ul>	<p>Specialist tennis coaches will be taking a session each week with both year 1 classes.</p>
<p><b>PHSE</b></p>	<p><b>All Around Us – Children will:</b></p>	



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	<ul style="list-style-type: none"><li>• Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• Understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability.</li><li>• Learn about things they can do to help look after their environment.</li><li>• Understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability.</li><li>• Learn about things they can do to help look after their environment.</li><li>• Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• Learn about what rules are, why they are needed, and why different rules are needed for different situations.</li><li>• Understand how they can contribute to the life of the classroom and school.</li></ul>
<b>RHSE</b>	<b>Social and Emotional</b> To recognise the joy and friendship of belonging to a diverse community
<b>Enrichment weeks</b>	<ul style="list-style-type: none"><li>• <b>Culture Week – TBC.</b></li><li>• <b>Black History Month – <i>Black Resistance.</i></b></li><li>• <b>Anti-bullying week – <i>Make a noise about bullying.</i></b></li><li>• <b>Mental Health day – <i>Is a universal human right (Hello Yellow Day).</i></b></li><li>• <b>Remembrance Sunday.</b></li><li>• <b>St Wilfrid 14<sup>th</sup> October.</b></li></ul>