

ENGLISH READING • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes for all 40+ phonemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in word reading. • Link what they read or hear read to their own experiences • Become very familiar with key stories, • Recognise and join in with predictable phrases • WRITING • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Leave spaces between words • Begin to punctuate sentences using a full stop,	PE • 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 • Perform dances using simple movement patterns.	GEOGRAPHY GEOGRAPHICAL SKILLS AND FIELDWORK • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • To be aware of NSEW • Make seasonal weather observations. LOCATIONAL KNOWLEDGE • To know that they live in UK • To know the four counties of the UK PLACE KNOWLEDGE • Knowing I live in Aylesbury • Knowing human & physical features • Simple map skills, Local environment,
MATHS • Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 10 in numerals; • Given a number, identify one more and one less • 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 • Read and write numbers from 0 to 10 in numerals and words. • Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • Represent and use number bonds and related subtraction facts within 10 • Add and subtract one-digit and two-digit numbers to 10, including zero • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	ICT • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	MUSIC • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high-quality live and recorded music
SCIENCE WORKING SCIENTIFICALLY • Ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. ANIMALS INCLUDING HUMANS • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. SEASONAL CHANGE • Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	LINKS IN LEARNING In Reception as part of their 'Travel here and Travel there' topic children will have learnt about different families and people that help us as well as recognising different environments. In Year 3 children will go on to study our local area in more depth.	DESIGN TECHNOLOGY • Use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing • Understand where food comes from. ART & DESIGN • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To introduce primary colours and explore mixing them • To introduce children to artists who have used autumnal themes in their work • To develop observational skills by drawing elements of the autumn season • To experiment with different materials like paper, fabric, and natural materials to create layered art work
	Key Texts • Books with rhyme and alliteration • 'Big Red Bath' by Julia Jarman • Non-fiction texts about weather and seasons Other Opportunities and Experiences to Enrich learning • Transitioning from Reception to Y1 • Attending daily assemblies • Using the large playground space with Y2 • Labelling human bodies • Using senses to explore 'My World'	PSHE / RE BEING ME IN MY WORLD • 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 • Remember and understand the school values • Voting the class parliament candidate



Year 1

Me in my world

WOW MOMENTS

Local Walk to explore the school environment searching for signs of Autumn