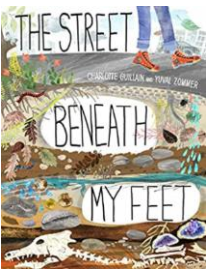
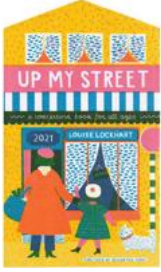
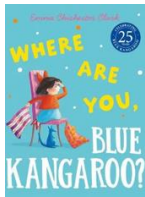
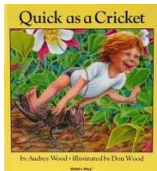


Year 1	Term: Autumn 1	Topic: This is me; this is my world!			
Subject	National Curriculum statements	Key texts & web links	Knowledge We know...	Skills We are able to...	Outcome/s Exit Point
English	Recount: Diary entry				
	Word Aware Words: letter, word, sentence, capital letter, full stop, first person, past tense				
	Spoken language: Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role-play, improvisations and debates Reading comprehension: Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them Writing Composition: Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Pathways to Write Meesha Makes Friends By Tom Percival 	Know some simple description Understand that 'first person' is based on own experiences Begin to link events using and Sequence events in order Understand past tense	Gateway keys: Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others Mastery keys: Combine words to make sentences. Leave spaces between words. Begin to use capital letters and full stops. Use capital letters for names of people and the personal pronoun 'I'.	Expected writing outcome: To write a diary entry in the first person (Meesha) based on events in the story. Greater depth writing outcome: To write a diary entry in the first person (Meesha) based on events in the story. Add a sentence about Meesha's feelings.
Maths	Number: Place Value within 10, Addition and Subtraction within 10				
	Word Aware Words: equal to, more than, less than (fewer), most, least				
	Place Value: - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - 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 1 to 20 in numerals and words. - Compare numbers using <, > and = signs Addition and Subtraction: - Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - Represent and use number bonds and related subtraction facts within 20 - Add and subtract 1-digit and 2-digit numbers to 20, including zero	White Rose Year 1 Autumn Block 1 and 2	Ready to progress criteria: Place Value: Count on from any number Count backwards within 10 Know fewer, more, same, less than, greater than, equal to Compare numbers Order objects and numbers Use a number line		

Topic	The Big Question: What's on my street?				
	Word Aware Words: city, street, local, house, shop, library, church, map, season, weather				
	Geography: - identify seasonal and daily weather patterns in the United Kingdom - Use basic geographical vocabulary to refer to key physical (season, weather) and human features (city, shop, church) - devise a simple map; and use and construct basic symbols in a key - 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. Computing: - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - use technology safely and respectfully Online safety included within the Behaviour Curriculum DT: 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	  	Geography: Understand that weather and seasons change Name key places in the local area (school, shop, hospital, park, dentist, roads, path) Know the purpose of each place Know my address Know that aerial photos are photographs taken from above. Computing: Understand that holding the camera or device still and considering angles and light are important to take good pictures. Know that taking a video captures the whole event Know that using apps such as iMovie can enable editing and reordering of content. DT: Know how to join materials together using tape and glue Know what a slot join is and how it can join materials to make a building	Geography: Observe, measure and record data about the weather, including day length, as the seasons change Use simple maps Use Google Maps to identify my street and landmarks in my local area and other areas of Peterborough Locate places on a map using aerial photos/symbols of the local environment/ Peterborough city Draw a map of a familiar place in Peterborough Computing: Take photos using a device Explain how to take clear photos and videos Insert photos and videos into iMovie Organise photos and videos to create a film DT: Design a structure for 'my street' Use a slot join to create a structure Evaluate the stability of a structure and make improvements	Final Beautiful Piece: My street/my city Double Page Spread What's on my street

PSHE Links to Science	The Big Question: How can I keep myself mentally healthy and well?				
	Word Aware Words: emotions, feelings, germs, ill, qualities, relax, ready, safe, respectful				
	- Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - Know simple self-care techniques, including the importance of rest - Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Kapow Primary Health & Wellbeing Lessons 1,2,3,4,5,8   Whole School Behaviour Curriculum Be Ready, Be Safe, Be Respectful	Know the names of the main body parts and how our senses can help us to relax. Know how to make a clear and efficient call to emergency services if necessary Understand we can limit the spread of germs by having good hand hygiene. Know that sleep helps my body to repair itself, to grow and restores my energy. Know that strengths are things we are good at. Know that qualities describe what we are like. Know the words to describe some positive and negative emotions.	Learn how to wash my hands properly. Explore positive sleep habits. Explore two different methods of relaxation: progressive muscle relaxation and laughter. Explore health-related jobs and people who help look after our health. Identify personal strengths and qualities. Identify different ways to manage feelings.	Describe how they feel. Describe how they can feel mentally healthy and well.
RE	The Big Question: What makes a place special for Christians?				
	Word Aware Words: Christian, Church, altar, communion, font, pulpit, lectern, worship, pray/prayer, Christian family				
	<i>Church – building</i> Peterborough Agreed Syllabus - End of Y1 outcomes: PT1 - Be familiar with key words and vocabulary related to Christianity. PT1 - Begin to name the different beliefs and practices of Christianity. PT2 - Begin to talk about different beliefs and practices using the correct vocabulary. PT2 - Ask or respond to questions about how individuals and faith communities live.	Visit to Christ the Carpenter Church	- Know that a Church is a special place for Christians and why. - Name some of the features of a Church and explain what they are. - Be able to say what happens in a Church.	Double Page Spread Building a church	
Music	Keeping the Pulse: My favourite things				
	Word Aware Words: pulse, singing voice, speaking voice, thinking voice				
	- Use voices expressively and creatively by singing songs. - Experiment with, create and select sounds.	Kapow Primary Keeping the Pulse	Know that notation is read from left to right.	Learn to use instruments to follow the beat, by first observing and	Clap the rhythm of their name in time to the pulse.

			Know that the pictorial representations of rhythm show sounds and rests.	then mimicking the teacher's modelling. Use pictorial representations to stay in time with the pulse when singing or playing. Performing actively as part of a group; keeping in time with the beat.	Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument.
PE	Games: Fundamentals				
	Word Aware Words: forwards, backwards, speed, travel				
	- 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 - Participate in team games	Premier Sports Coach	Understand rules to be safe Know how to move in different ways with an object Move in different ways: sidestepping, skipping, running etc.	Travel in different directions and in and out of one another. Move in different ways with an object such as a static ball. Play team games	
	Dance				
	Word Aware Words: freeze, travel, celebrate, stretch, sequence				
	Perform dances using simple movement patterns.		Know the importance of stretching. Can travel in different ways. Can perform freeze frames and hold them for a set amount of time. Can sequence simple movements together.	Create a sequence of movements to represent a sport.	