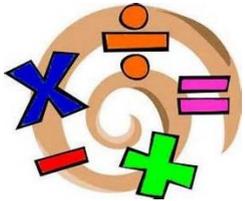
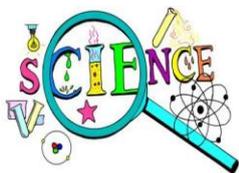




Year Group: 1		
Subject	Topics	Key learning focus
<p>English</p> 	<p>Our genres for this term are:</p> <ul style="list-style-type: none"> • Traditional/familiar tales • Stories with familiar settings or themes • Instructions • Recount <p>We are using the Talk for Writing approach which uses drama and speaking and listening skills to inspire and develop ideas.</p>	<ul style="list-style-type: none"> • Pupils will be planning and writing a range of fiction and non-fiction genres. • In writing, pupils will be focusing on writing basic sentences using capital letters, full stops and leaving spaces between words. • Using the Read, Write, Inc. programme, pupils will be developing their phonic knowledge to read and spell words. • They will be developing their fluency and confidence when reading independently. • Children will be reading, discussing and evaluating a wide range of texts including traditional tales, fairy tales as well as stories that link to their own experiences.
<p>Mathematics</p> 	<p>The units for this terms are:</p> <ul style="list-style-type: none"> • Number & Place Value • Measure • Addition & subtractions • Fractions <p>We use Rising Stars to develop pupils' skills and understanding of mathematical concepts. Rising Stars promotes the use of practical activities to embed and consolidate pupils' learning.</p>	<p>We will be primarily be focusing on:</p> <ul style="list-style-type: none"> • Counting forwards and backwards within 100 • Length and height • Days of the week, months of the year • Sequencing events – before/after • Position, directions and movement • Number patterns • Recognising and naming 2D shapes • Using the language of time • Comparing – mass and capacity
<p>Science</p> 	<p>Animals including Humans Ourselves</p> <p>Animals and Humans Our Pets</p>	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense • Identify and name and compare a variety of common animals including fish, amphibians, reptiles, birds and mammals
<p>History/Geography</p> 	<p>Have I ever been lost?</p> <p>The Great Fire of London</p>	<ul style="list-style-type: none"> • To use simple fieldwork and observational skills to study the geography of their school and its grounds • To learn about events beyond living memory that are significant nationally

		<ul style="list-style-type: none"> • Recognise (in the past) why people did things, why events happened and what happened as a result. • Identify differences between ways of life at different times.
Art/DT 		<ul style="list-style-type: none"> • To develop drawing and sketching skills, thinking about how to use a pencil to create different types of marks on the paper • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To evaluate their own ideas and products against design criteria
Religious Education 	<p>Belonging:</p> <ul style="list-style-type: none"> • Does it feel special to belong? <p>Believing:</p> <ul style="list-style-type: none"> • Who do I believe I am? 	Christianity <ul style="list-style-type: none"> • Shared customs including baptism • Shared celebrations are shared symbols of belonging • Going to the church
Computing	E-Safety	<ul style="list-style-type: none"> • To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies