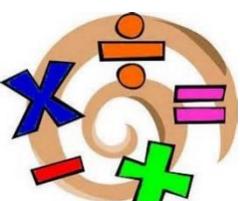




Year Group: 1		
Subject	Topics	Key learning focus
<p>English</p> 	<p>Our genres for this term are:</p> <ul style="list-style-type: none"> • Traditional stories • Non-fiction • Poetry • Stories with familiar settings <p>We are using the Talk for Writing approach which uses drama and speaking and listening 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 simple sentences using capital letters, full stops and ensuring that spaces are left 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 and non-fiction texts.
<p>Mathematics</p> 	<p>Unit for this term:</p> <ul style="list-style-type: none"> • Place value within 10 • Addition and subtraction within 10 • Geometry: Shapes • Place value within 20 <p>We are adopting a Mastery approach to teaching Mathematics to improve mathematical thinking, reasoning and communications.</p>	<ul style="list-style-type: none"> • In order to consolidate knowledge and understanding, the children will be working with a reduced set of numbers exploring their properties and understanding their meaning. • When adding and subtracting, we will focus on the practical vision of these operations so that the children can understand what they mean. • Our geometry learning will be focused on shapes' properties and classification.
<p>Science</p> 	<p>Everyday materials</p> <ul style="list-style-type: none"> • Animals including humans: My body • Everyday materials 	<ul style="list-style-type: none"> • Pupils will learn the functions of specific body parts. • We will be focusing on the parts of the body we use for the five senses. • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties
<p>History/Geography</p> 	<p>My Life: Childhood then and now</p> <p>Final outcome: Class presentation about the life cycle</p>	<ul style="list-style-type: none"> • The children will talk about their own life and those of people they know. • They will start placing objects and events in time order.

	<p>of a penguin and how they live in the Arctic</p> <p>Local geography: My school/Slough</p>	<ul style="list-style-type: none"> • In Geography, children will discuss, identify and describe features in the local environment. • Children will also label photos and pictures of the local environment.
<p>Art/DT</p> 	<p>Flying Kites</p> <p>Self portraits</p>	<ul style="list-style-type: none"> • To understand what a product is and who it is for. • To explain what product they will be designing and making. • To discuss what their steps for making could be. • To use the senses to explore a range of materials and media. • To make marks using a wide range of media. • To use the senses to explore a range of painting and modelling materials.
<p>Religious Education</p> 	<p>Believing and Belonging - Christianity</p>	<p>Is God important to everyone? Christianity</p> <ul style="list-style-type: none"> • Everyone is important to God • Jesus taught people and showed by example how God wanted them to live <p>Are religious celebrations important to people? Christianity</p> <ul style="list-style-type: none"> • Christmas – celebration of Jesus’ birth • Easter – celebration of Jesus’ resurrection • Harvest – celebration of the riches of God’s world
<p>Computing</p> 	<p>Programming –algorithms</p>	<ul style="list-style-type: none"> • To understand that programs execute by following precise and unambiguous instructions. • To use logical reasoning to predict the behaviour of simple programs. • To create and debug simple programs. • To use logical reasoning to predict the behaviour of simple programs.