

Year 1	Autumn Term	Visit: Yorkshire Wildlife Park
		
Key Outcomes	Key Outcomes	Key Outcomes
<u>Reading</u> Children will focus their Reading this term on: <u>Reading fluently</u> Alongside the phonics learning, children will read the same practice book three times a week. The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice– and the third time we look at comprehension. Children read the books three times at school and will bring the same book home to develop their fluency. The more they see words the more they begin to read them automatically without having to sound them out. Owl Babies – Martin Waddell Children will retell parts of the story, say repeating phrase and match simple words with their meanings. They will discuss and relate to a time they were excited to see a family member return to pick them up from somewhere. They will relate to how the owl babies felt when their mum returned. They will discuss how Bill shows bravery, courage and positivity to overcome his fears of the dark without his mummy. Children to relate this to their own experiences of overcoming their own fears. The Gruffalo's Child - Julia Donaldson Children will begin to develop their inference skills by giving reasons as to why they know it is winter and nighttime. They will use role play and signifiers to retell parts of the story. They will discuss how the Gruffalo's Child went out into the dark wood at night and reflect on her curiosity, risk taking and being responsible. All Afloat on Noah's Boat – Tony Mitton Children will relate to a time when they were stuck inside and had to think of things to do whilst it rained. They will discuss how Noah used his character virtues to show humour, zest and positivity to overcome the problems faced upon his boat. Children will relate this to their own experiences of overcoming boredom and unhappy feelings.	<u>Writing</u> Children will develop their writing through the following genres: Labels, lists and captions Children will learn to develop their skills for non-fiction writing by being exposed to the different writing styles. They will explore examples of non-fiction texts related to animals and will identify simple features of a non-fiction text which include lists, labels and captions. Children will write labels on a post-it note, create a list of 4 items and compile a short caption for a photograph. Narrative - Retell a well-known story Children will retell the story 'Owl Babies'. They will use signifiers and simple story language to orally retell the story and then write a beginning, middle and ending focusing on the use of capital letters, finger spaces and full stops. Recounts Children will produce a recount of their trip to the Yorkshire Wildlife Park, sequencing the sentences in chronological order, focusing on the use of capital letters, finger spaces and full stops. Poetry Children will begin to develop their poetry writing skills by enjoying listening to and reciting poems and animal nursery rhymes. They will use models and examples to write a simple poem that follows the animal theme and will include appropriate adjectives and simple rhymes. Narrative – Descriptive writing Children will create a setting description using adjectives based on the book Gruffalo's Child. Non-chronological reports Children will create a fact file based on an animal. The fact file will include a heading, a question and include key information written in sentences in the main body of the report.	<u>Maths</u> Children will develop their skills in: Place Value Children will count, read and write numbers to 10 (then 20) in numerals and read and write numbers from 1 to 10 (then 20) in numerals and words. Give a number and identify 1 more and 1 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. Addition Children will read, write and interpret mathematical statements involving addition (+) and equals (=) signs. Represent and use number bonds and related facts within 10. Add one-digit and two-digit numbers to 10, including 0. Solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $9 = ? + 7$. Subtraction Children will read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs. Subtract one-digit and two-digit numbers to 10, including 0. Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. Geometry Children will recognise and name common 2-D and 3-D shapes, including: 2D shapes [for example, rectangles (including squares), circles and triangles] -3-D shapes [for example, cuboids (including cubes), pyramids and spheres] .

<u>RE</u> Belonging This unit builds on and extends children’s learning about the uniqueness of the individual, focusing on what it means to belong and enquire how a faith member has a sense of belonging to their faith. Children will explore different kinds of family through story, persona dolls, puppets and explore what it means to belong to a faith family, becoming a member and keeping the rules. They will listen to stories from sacred texts and think about what believers can learn from them. Christmas Children will be able to recognise and recall the Nativity and know why it’s important to Christians. They will also talk about how Christians celebrate the festival of Christmas. By discussing how Christian and non-Christian families prepare for Christmas both at home and at church. They will use their senses to explore Christmas and find out about traditional festival celebrations. Children will also retell the story of the Nativity through various mediums.	<u>Computing</u> Technology Around Us Pupils will develop their understanding of technology and how it helps them in their everyday lives. They will become familiar with the different parts of a computer like a keyboard and a mouse. Pupils will also begin to understand the concept of online safety. Digital Painting Pupils will develop their understanding of the different tools available only to create pieces of art. Pupils will use these tools to paint digitally and to then discuss their preferences of painting with or without digital devices.	<u>PE</u> Teambuilding Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out. Pupils will develop their communication skills to enable them to successfully complete challenges. Games For Understanding Pupils will learn what ‘attacking’ means and why we attack during a game. Pupils will understand why we need to prevent the attackers from scoring. Jumping Pupils will develop their movement skills including jumping, skipping and galloping. Pupils will begin to understand how your arms and legs work together to help you jump and move. Health and Wellbeing Pupils will develop their balance and agility skills, developing their ability to more ably change speed and direction in different games.
<u>Art</u> Painting Children will explore a variety of animal images in the style of Axel Scheffler and discuss the images, shapes, sizes and colours. They will explore and use primary and secondary colours. They will draw and then paint an animal of their choice using a variety of brush widths and colours to then paint their animal drawing to add detail.	<u>Enterprise Activity</u> Pupils will make a product to sell at the Christmas Fair. Pupils will learn a variety of enterprise skills to help them understand how their education links to the real world and, ultimately their future. Pupils will borrow an initial investment from our business partner and work together as a team to create a product. This is an exciting project for pupils to gain experience of creating a real business with purpose. Pupils will have the opportunity to work as a team. Pupils will start to develop financial literacy skills; to learn about costings and be able to explain why the cost of their product needs to be more than the cost of making it.	<u>PSHE</u> Jigsaw: Being me in my world Children will help others 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 and choose to follow the learning charter. Jigsaw: Celebrating differences Children will explore the terms the same as, different from. They will look at what is bullying, how to make new friends and celebrating differences amongst their class.

<u>Science</u> Animals Including Humans Children will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. They will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will identify and name a variety of common animals that are carnivores, herbivores and omnivores and they will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Seasonal Changes Children will observe changes across the four seasons with a focus on Autumn. They will observe and describe the weather associated with autumn and look at how day length varies. Children will learn about typical weather patterns in autumn and the activities we might choose to do in this season.	<u>Geography</u> Our Local Area As Geographers, the children will build on their knowledge of the local area and the school environment. They will recap on the natural and man-made features we can see around the school. They will reinforce knowledge of human and physical features by naming some features they see on their way to school and talk about the 'route' they take to get to school. They will look at simple maps and aerial views. The children will look at a map of the local area and plan a 'route' to the park. They will use this when walking to the park and they will identify human and physical features they can see at the park and talk about which are similar and different to the features in the school grounds. The children will make a list of features and create symbols to add to a map as a key. They will draw their own aerial view of the park and use symbols to identify where features are.	<u>Music</u> Animals: Classical music, dynamics and tempo As musicians, children will use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They will learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo. Christmas performance: Singing and performing All children from year 1 will be involved in learning and performing a 30-minute presentation which includes singing, optional instrumental parts, acting, movement and dance. Children will perform their Christmas play to parents.
<u>Smart Value/ Character Education</u> The focus this term are Social and Motivated. Social Children will practise more independence and build confidence as they make the transition from EYFS. They will become familiar with the different daily routines, have their own desk to sit at, use their initiative to keep it tidy, and begin to work more independently within whole class activities and learning. They will take on monitor roles in the classroom to develop their leadership skills. They will partake in the KS1 phase assemblies and build awareness of the KS1 community. Children will have opportunities to be independent when they visit the Yorkshire Wildlife Park and they will also experience opportunities to be part of a community at the Harvest Festival and practice their social skills at the Halloween Disco. Motivated Children will continue to develop curiosity as they experience more new learning routines settling into Year 1. They will improve their perseverance skills as they continue to develop as independent learners by overcoming challenges they may face. Children will begin to work collaboratively on the Enterprise initiative, making and selling a product. They will develop a sense of responsibility and pride in striving for a successful outcome. Children will motivate one another and themselves during the Year 1 Christmas performance and experience pride in their achievements.		