

Year 1 Long Term Intent

Autumn 1

Key Texts	Goldilocks and the Three Bears, Room on the Broom				
Genres	Narrative				
Trips/Visits/Visitors/Experiences	Local Walk - Geography				
Writing	<ul style="list-style-type: none"> • Spell some words from the Yr1 spelling list • Form lower and upper case letters of the correct size relative to one another • Form lower and upper case letters sitting on the line • Leave appropriate finger spaces between words • Compose a sentence orally before writing it down • Sequence sentences to form short narratives including a retelling of Goldilocks and the Three Bears and Room On The Broom • Use basic sentence punctuation including capital letters and full stops • Segment spoken words into phonemes and will represent these using graphemes • Write lists, captions and labels • Write about real events 				
Reading	<ul style="list-style-type: none"> • Decode words using phonic knowledge and skills • Read some common exception words • Read aloud accurately with books which match their phonic knowledge • Retell familiar stories and discuss certain characteristics • Recognise and join in with predictable phrases • Understand books, being read or listened to, using a range of strategies • Predicts events and endings • With support justifies their views about text they have had read to them eg. Uses the word because • Comments on things that interests them • Knows the voice telling the story is called the narrator • Identifies complete sentences • Identifies simple and recurring language • Identifies the beginning middle and end of stories 				
Phonics	<ul style="list-style-type: none"> • Recap initial code • Unit 1 /ae/ sound (ea, a-e) • Unit 1 /ae/ sound (ea, a-e) • Unit 2 /ee/ sound • Unit 2 /ee/ sound • Unit 4 /oe/ 				
Handwriting	<table border="1"> <tr> <td>Unit 1: introducing letter families: set 1</td> </tr> <tr> <td>Unit 2: practising letter families: set 1</td> </tr> <tr> <td>Unit 3: introducing letter families: set 2</td> </tr> </table>	Unit 1: introducing letter families: set 1	Unit 2: practising letter families: set 1	Unit 3: introducing letter families: set 2	
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Unit 2: practising letter families: set 1					
Unit 3: introducing letter families: set 2					
Maths	<ul style="list-style-type: none"> • Count forwards and backwards (0-10) • Given a number, identify one more or one less of a given number (0-10) • Order numbers from smallest to greatest (0-10) • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems (0-10) • Read and write and interpret mathematical statements involving addition, subtraction and equal signs • Represent and use number bonds and related subtraction facts within 10 • Add and subtract one digit numbers to 10 				

	<ul style="list-style-type: none"> • Read and write numbers to 10 in numerals • Identify and represent numbers using objects using pictorial representations • Comparing numbers
<p style="text-align: center;">Science Seasons</p>	<ul style="list-style-type: none"> • Name the seasons and know about the type of weather in each season <ul style="list-style-type: none"> • Observe changes across the four seasons <p>Working Scientifically</p> <ul style="list-style-type: none"> • Gather and record data and take measures • Explain to someone what has been learnt from the investigation they have been involved with and draw conclusions from the answers to the questions asked. • Conduct simple tests for example set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned • Make relevant observations and use observations to suggest answers to questions
<p style="text-align: center;">History What has happened in our lifetime?</p>	<p>Name a famous person from the past and explain why they are famous</p> <p>Discuss some significant historical events, people and places in own locality</p> <p>Historical Skills</p> <p>Ask questions about the past</p> <p>Know some of the ways we can find out about the past</p>
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • collect information about local environment • ask questions about different localities • know the main differences between a place in England and that of a small place in a non-European country • know which is N, E, S and W on a compass • draw a route show features • undertake fieldwork in own school and locality (local walk)
<p style="text-align: center;">Religious Education</p>	<ul style="list-style-type: none"> • Identify some core beliefs and concepts studied and give a simple description of what they mean. • Give examples of how stories show what people believe (e.g. the meaning behind a festival). • Give clear, simple accounts of what stories and other texts mean to believers. • Give examples of ways in which believers put their beliefs into practice.

	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying have something to say to them • Ask questions about their own and others' religious experiences and beliefs. • Understand what a difference belonging to a religious community could make on someone's life. • Use religious words and phrases to identify some features of religion • Retell religious stories and suggest possible meanings. • Recognise symbols and other verbal and visual forms of religious expression.
<p style="text-align: center;">Physical Education</p>	<p>Multi-Skills</p> <ul style="list-style-type: none"> • Know how to hop, travel and land safely on two feet. • Sprint for up to 20ms • Learning to complete an obstacle course (minimal resources) with control and agility. • Control their bodies when travelling and balancing. • Learning to complete an obstacle course (minimal resources) with control and agility. • Control their bodies when travelling and balancing. <p>Bootcamp</p> <ul style="list-style-type: none"> • Move safely in a space • Control body when travelling. • Travel in different ways. • Jump: side to side, both feet together, one foot to the other. • Understand the importance of using the arms when running
<p style="text-align: center;">Computing Online Safety and Grouping and Sorting</p>	<p>Online Safety</p> <ul style="list-style-type: none"> • To log in safely and understand why that is important. • To create an avatar and to understand what this is and how it is used. • To be able to create a picture and add their own name to it. • To start to understand the idea of 'ownership' of creative work. • To save work to the My Work area and understand that this is private space. • To learn how to find saved work in the Online Work area. • To learn about what the teacher has access to in Purple Mash. • To learn how to see messages left by the teacher on their work. • To learn how to search Purple Mash to find resources. • To become familiar with the types of resources available in the Topics section. • To become more familiar with the icons used in the resources in the Topics section. • To start to add pictures and text to work. • To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. • To explore the Games area on Purple Mash. (extension) • To understand the importance of logging out when they have finished. <p>Grouping & Sorting</p> <ul style="list-style-type: none"> • To begin to think logically about the steps of a process. • To sort items using a range of criteria. • To sort items on the computer using the 'Grouping' activities in Purple Mash. • To bring together logical thinking and the use of technology. • To introduce the term 'algorithm' to describe logically following a process.

<p style="text-align: center;">Art Create a piece of work inspired by Picasso</p>	<ul style="list-style-type: none"> • Know how to use pencils to create lines of different thickness in drawings when sketching self portraits • Describe what can be seen and give an opinion about the work of artist's seasonal pictures and portrait. • Ask questions about a pieces of art. • Know the names of the primary and secondary colours • Know how to control pressure when using wax crayons, pastels and charcoal.
<p style="text-align: center;">Music Hey You!</p>	<ul style="list-style-type: none"> • Follow instructions about when to play and sing • Make different sounds with voices and instruments. • Clap and sing in time to different styles of Hey You song • Clap and sing Hey You song in unison with a group • Say whether they like or dislike different styles of the Hey You song • Perform Hey You to other children in the class and improve performance by practising clapping and singing. • Identify a beat and join in. • Use voice to do humming, whispers and whistles
<p style="text-align: center;">Personal, Social, Health Education Relationships</p>	<ul style="list-style-type: none"> • Identify people who care for them and how they care for them. • Talk about what it means to be a family and how families are different. • Understand what to if they are worried. • Talk about kind and unkind behaviour in and out of school. • Understand the meaning respect. • Understand why we have rules. • Identify different features of family • Know that bodies and feelings can be hurt by actions