

Year 1 Long Term Intent

Autumn 1

Key Texts	A Walk in the Park, The Tiger Who Came to Tea, Owl Babies				
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 				
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	
Unit 1: introducing letter families: set 1					
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 and 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 Discuss some significant historical events, people and places in own locality</p> <p>Historical Skills</p> <p>Ask questions about the past 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 which believers put their beliefs into practice. • 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

Computing Introduction to Purple Mash Creative Computing	Introduction to Purple Mash	
	Children will know that:	Children will know how to:
	To know that the 2Do system allows teachers to assign tasks to children within Purple Mash.	<ul style="list-style-type: none"> • Open 2Dos. • Save 2Dos. • Hand in 2Dos and communicate with their teacher via the 2Do.
	To know that online sites have a main page called the homepage.	<ul style="list-style-type: none"> • Access the Purple Mash homepage when on the site.
	To know that online sites often use an alert system to communicate with the user.	<ul style="list-style-type: none"> • Access alerts within Purple Mash.
	To know that to move to a different activity in Purple Mash, you must first close the current activity.	<ul style="list-style-type: none"> • Close activities in Purple Mash.
	To know that many online sites, including Purple Mash, have an area for an individual's work that is accessible only to the individual (and in Purple Mash to their teacher as well).	<ul style="list-style-type: none"> • Access their work area. • Save work in their work area. • Locate and open work they have done previously in their work folder.
	To know that to access Purple Mash programs, you use the Tools area.	<ul style="list-style-type: none"> • Open a specified tool.
	To know that you can access non-visible parts of a screen using scrolling.	<ul style="list-style-type: none"> • Scroll up and down and from side to side where applicable.
	To know that you can use a physical or on-screen keyboard to type upper and lower-case letters and spaces.	<ul style="list-style-type: none"> • Type upper and lower-case letters and spaces using the device available.
	To know that it is important to log in to a site, the importance of keeping passwords safe and the need to log out at the end of a session.	<ul style="list-style-type: none"> • Access Purple Mash from home and school. • Log out of Purple Mash. • Give reasons why it is important to keep a password safe and not share it with other people.
	To know that an avatar is a virtual representation of a person suitable for use online.	<ul style="list-style-type: none"> • Make and edit their own avatar.
Creative Computing		
Children will know that:	Children will know how to:	
To know that art can be created using digital tools.	<ul style="list-style-type: none"> • Select colours and painting effects in 2Paint. • Control a computer mouse. • Use a mouse or finger (device dependent) to perform tasks. 	
To know that digital tools can be used to play and make simple games.	<ul style="list-style-type: none"> • Use drag and drop methods to complete games, including 2DIY jigsaws and placing activities. • Use the image gallery to create jigsaw images. • Use hotspots in 2DIY placing games. 	
To know that Purple Mash allows a user to share work for others to use on digital display boards.	<ul style="list-style-type: none"> • Share work to a Purple Mash Display Board. • Access shared work on a Purple Mash Display Board. 	
Art Create a piece of work inspired by Picasso	<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>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>Personal, Social, Health Education</p> <p>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 do 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• Have basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.