

# Year 1 Long Term Intent

## Autumn 2

Key Texts	The Tiger Who Came To Tea, Six Dinner Sid and Christmasaurus
Genres	Narrative
Trips/Visits/Visitors/Experiences	Interview ex-mayor
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Spell some words from the Yr1 spelling list</li> <li>• Form lower and upper case letters of the correct size relative to one another</li> <li>• Form lower and upper case letters sitting on the line</li> <li>• Leave appropriate finger spaces between words</li> <li>• Compose a sentence orally before writing it down</li> <li>• Sequence sentences to form short narratives including retellings and innovated story versions of <i>The Tiger Who Came to Tea</i> and <i>Six Dinner Sid</i></li> <li>• Use basic sentence punctuation including capital letters and full stops</li> <li>• Segment spoken words into phonemes and represent these using graphemes</li> <li>• Spell regular plurals s and es</li> <li>• Spell words with suffixes (ing, ed)</li> <li>• Join words and clauses using 'and'</li> <li>• Re-read and discuss what they have written and that it makes sense</li> <li>• Know how words combine to make sentences</li> <li>• Use past tense</li> <li>• Orally compose a sentence before writing</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Decode words using phonic knowledge and skills</li> <li>• Read some common exception words</li> <li>• Read aloud accurately with books which match their phonic knowledge</li> <li>• Retell familiar stories and discuss certain characteristics</li> <li>• Recognise and join in with predictable phrases</li> <li>• Understand books, being read or listened to, using a range of strategies</li> <li>• Listen to and discuss texts at a level beyond that at which they can read independently</li> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Discuss the significance of the title and events in a book</li> <li>• Discusses the significance of the title</li> <li>• Uses different voices for characters when reading dialogue allows</li> <li>• Retrieve key information from the text</li> <li>• Identifies the meaning of vocabulary in context</li> <li>• Identifies the beginning, middle and end of a story</li> <li>• With support justifies their views about the text read to them</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Unit 3 ea sound</li> <li>• Unit 6 /er/ sound</li> <li>• Unit 6/er/ sound</li> <li>• Unit 7 /e/ sound</li> <li>• Unit 8 &lt;ow&gt; sound</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Unit 4: practising letter families: set 2</li> <li>• Unit 5: introducing letter families: set 3</li> <li>• Unit 6: practising letter families: set 3</li> <li>• Unit 7: introducing letter families: set 4</li> <li>• Unit 8: practising letter families: set 4</li> <li>• Unit 9: practising capital letters</li> </ul>

	Unit 10: practising capital letters
<b>Maths</b>	<ul style="list-style-type: none"> <li>Count forwards and backwards (0-20)</li> <li>Given a number, identify one more or one less of a given number (0-20)</li> <li>Order numbers from smallest to greatest (0-20)</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems (0-20)</li> <li>Read and write and interpret mathematical statements involving addition, subtraction and equal signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Add and subtract one digit numbers to 20</li> <li>Partition a number into tens and ones using concrete objects and pictorial representations</li> <li>Recognise and name common 2D shapes</li> <li>Recognise and name common 3D shapes</li> </ul>
<b>Science Seasonal Change</b>	<ul style="list-style-type: none"> <li>Name the seasons and know about the type of weather in each season</li> <li>Observe changes across the four seasons</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Make relevant observations during experiments and use those observations to answer questions</li> <li>Gather and record data and take measures to help find out more during investigations and experiments</li> <li>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</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Ask questions about the past</li> <li>Know some of the ways we can find out about the past</li> <li>Discuss some significant historical events, people and places in own locality</li> <li>Use pictures and photographs to extract information about the past</li> <li>Use phrases such as now, after, before, modern, new, old, a long time ago</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>ask questions about different localities</li> <li>know the main differences between a place in England and that of a small place in a non-European country</li> <li>know and recognise main weather symbols</li> <li>know their address, including postcode</li> </ul>
<b>Religious Education The Festival of Christmas</b>	<ul style="list-style-type: none"> <li>Identify core beliefs and studies of Christianity</li> <li>Ask questions about their own and others' religious experiences and beliefs</li> <li>Identify how religion is expressed in different ways</li> <li>Use religious words and phrases to identify features of Christianity when visiting to St.Swithans Church</li> <li>Learn about and retell religious stories and understand why these stories are important to Christians (e.g. Nativity of Jesus)</li> <li>Describe Christian traditions and celebrations (e.g. Christmas) and understand the stories behind these traditions</li> <li>Give examples of how stories show what people believe</li> </ul>
<b>Physical Education</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To link moves together</li> <li>Perform own dance moves</li> <li>Copy or make up a short dance</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore basic body patterns and movements to music</li> <li>• Link together dance moves with gestures</li> </ul> <p><b>Mighty Movers</b></p> <ul style="list-style-type: none"> <li>• Move safely in a space</li> <li>• Control body when travelling.</li> <li>• Travel in different ways.</li> <li>• Jump: side to side, both feet together, one foot to the other.</li> <li>• Understand the importance of using the arms when running</li> </ul>
<p><b>Computing</b>  <b>Unit 1.3 Pictograms</b>  <b>Unit 1.4 Lego Builders</b></p>	<p><b>Pictograms</b></p> <ul style="list-style-type: none"> <li>• To understand that data can be represented in picture format.</li> <li>• To contribute to a class pictogram.</li> <li>• To use a pictogram to record the results of an experiment.</li> </ul> <p><b>Lego Builders</b></p> <ul style="list-style-type: none"> <li>• To emphasise the importance of following instructions.</li> <li>• To follow and create simple instructions on the computer.</li> </ul> <p>To consider how the order of instructions affects the result.</p>
<p><b>D and T</b>  <b>Christmas picture with a mechanism</b></p>	<ul style="list-style-type: none"> <li>• Using their own ideas, create a moving element of a Christmas picture</li> <li>• Explore 3 different simple moving mechanisms (e.g. spinner, pop-up, slider, flaps)</li> <li>• Explain to their peers how they are going to make their product and create a simple plan to follow</li> <li>• Choose appropriate resources and tools to create moving mechanisms for create the product</li> <li>• Roll, tear, cut and fold paper and card</li> <li>• Cut along straight and curved lines and lines marked out as a template</li> <li>• Evaluate their product</li> </ul>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Make different sounds with instruments aligned to musical styles including Hip Hop and Reggae</li> <li>• Follow instructions about when to play instruments</li> <li>• Explain which of two sounds is higher or lower</li> <li>• Play and sing to Rhythm in the Way We Walk and Banana Rap in tune</li> <li>• Learn to play a simple tune using the glockenspiels</li> <li>• Learn to play a simple rhythm using percussion instruments</li> <li>• Say whether they like or dislike Rhythm in the Way we Walk and Banana Rap.</li> <li>• Perform the song (singing) to other groups and improve performance by practising</li> <li>• Listen to, sing and appraise traditional Christmas songs</li> </ul>
<p><b>Personal, Social, Health Education Relationships</b></p>	<ul style="list-style-type: none"> <li>• Understands the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>• Know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</li> <li>• Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> <li>• Know how to respond if physical contact makes them feel uncomfortable or unsafe.</li> <li>• Understand what is kind and unkind behaviour, and how this can affect others</li> <li>• Know how to treat themselves and others with respect; how to be polite and courteous</li> <li>• Understand how to work as a team and the benefits</li> <li>• Understand and show empathy</li> <li>• Appreciate that we are all unique and celebrate our differences</li> </ul>