

Year 1 Long Term Intent

Autumn 2

Key Texts	Six Dinner Sid, That Rabbit Belongs to Emily Brown and Christmasaurus
Genres	Narrative
Trips/Visits/Visitors/Experiences	Interview ex-mayor
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 retellings and innovated story versions of <i>Six Dinner Sid</i> and <i>That Rabbit Belongs to Emily Brown</i> • Use basic sentence punctuation including capital letters and full stops • Segment spoken words into phonemes and represent these using graphemes • Spell regular plurals s and es • Spell words with suffixes (ing, ed) • Join words and clauses using 'and' • Re-read and discuss what they have written and that it makes sense • Know how words combine to make sentences • Use past tense • Orally compose a sentence before writing
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 • Listen to and discuss texts at a level beyond that at which they can read independently • Discuss word meanings, linking new meanings to those already known • Discuss the significance of the title and events in a book • Discusses the significance of the title • Uses different voices for characters when reading dialogue allows • Retrieve key information from the text • Identifies the meaning of vocabulary in context • Identifies the beginning, middle and end of a story • With support justifies their views about the text read to them
Spelling	<ul style="list-style-type: none"> • Unit 4 oe sound • Unit 3 ea sound • Unit 6 /er/ sound
Handwriting	<ul style="list-style-type: none"> • Unit 4: practising letter families: set 2 • Unit 5: introducing letter families: set 3 • Unit 6: practising letter families: set 3 • Unit 7: introducing letter families: set 4 • Unit 8: practising letter families: set 4 • Unit 9: practising capital letters • Unit 10: practising capital letters

<p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> • Count forwards and backwards (0-20) • Given a number, identify one more or one less of a given number (0-20) • Order numbers from smallest to greatest (0-20) • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems (0-20) • Read and write and interpret mathematical statements involving addition, subtraction and equal signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one digit numbers to 20 • Partition a number into tens and ones using concrete objects and pictorial representations • Recognise and name common 2D shapes • Recognise and name common 3D shapes
<p style="text-align: center;">Science Seasonal Change</p>	<ul style="list-style-type: none"> • Name the seasons and know about the type of weather in each season • Observe changes across the four seasons <p>Working Scientifically</p> <ul style="list-style-type: none"> • Make relevant observations during experiments and use those observations to answer questions • Gather and record data and take measures to help find out more during investigations and experiments • 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
<p style="text-align: center;">History</p>	<ul style="list-style-type: none"> • Ask questions about the past • Know some of the ways we can find out about the past • Discuss some significant historical events, people and places in own locality • Use pictures and photographs to extract information about the past • Use phrases such as now, after, before, modern, new, old, a long time ago
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • 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 and recognise main weather symbols • know their address, including postcode
<p style="text-align: center;">Religious Education The Festival of Christmas</p>	<ul style="list-style-type: none"> • Identify core beliefs and studies of Christianity • Ask questions about their own and others' religious experiences and beliefs • Identify how religion is expressed in different ways • Use religious words and phrases to identify features of Christianity when visiting to St.Swithans Church • Learn about and retell religious stories and understand why these stories are important to Christians (e.g. Nativity of Jesus) • Describe Christian traditions and celebrations (e.g. Christmas) and understand the stories behind these traditions • Give examples of how stories show what people believe
<p style="text-align: center;">Physical Education</p>	<p>Dance</p> <ul style="list-style-type: none"> • To link moves together • Perform own dance moves • Copy or make up a short dance • Explore basic body patterns and movements to music • Link together dance moves with gestures <p>Mighty Movers</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>Computing Data Explorers</p>	<ul style="list-style-type: none"> • To think carefully about the steps of grouping items. • To group items using a computer. • To sort different items. • To understand that data is information that can be collected and used. • To understand that data can be shown using pictures. • To collect data and create a pictogram.
<p>D and T <i>Christmas picture with a mechanism</i></p>	<ul style="list-style-type: none"> • Using their own ideas, create a moving element of a Christmas picture • Explore 3 different simple moving mechanisms (e.g. spinner, pop-up, slider, flaps) • Explain to their peers how they are going to make their product and create a simple plan to follow • Choose appropriate resources and tools to create moving mechanisms for create the product • Roll, tear, cut and fold paper and card • Cut along straight and curved lines and lines marked out as a template • Evaluate their product
<p>Music</p>	<ul style="list-style-type: none"> • Make different sounds with instruments aligned to musical styles including Hip Hop and Reggae • Follow instructions about when to play instruments • Explain which of two sounds is higher or lower • Play and sing to Rhythm in the Way We Walk and Banana Rap in tune • Learn to play a simple tune using the glockenspiels • Learn to play a simple rhythm using percussion instruments • Say whether they like or dislike Rhythm in the Way we Walk and Banana Rap. • Perform the song (singing) to other groups and improve performance by practising • Listen to, sing and appraise traditional Christmas songs
<p>Personal, Social, Health Education Relationships</p>	<ul style="list-style-type: none"> • Understands the roles different people (e.g. acquaintances, friends and relatives) play in our lives • Know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. • Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. • Know how to respond if physical contact makes them feel uncomfortable or unsafe. • Understand what is kind and unkind behaviour, and how this can affect others • Know how to treat themselves and others with respect; how to be polite and courteous • Understand how to work as a team and the benefits • Understand and show empathy • Appreciate that we are all unique and celebrate our differences <p>Online Relationships</p> <ul style="list-style-type: none"> • Give examples of when I should ask permission to do something online and explain why this is important. • Use the internet with adult support to communicate with people I know (e.g. video call apps or services). • Explain why it is important to be considerate and kind to people online and to respect their choices. • Explain why things one person finds funny or sad online may not always be seen in the same way by others