

**Year Group: Year 1**

**Term: Autumn 1 2019-20**

**Teachers: Mrs Burns, Mrs Casimir,  
Miss Limliman, Miss Hossami  
TAs: Miss Edmonds, Mrs Miles-Kingston, Ms Reed**

**English (Geography):**

**Speaking and Listening**

Develop ability to listen to a story and retell them in their own words.

Reading – To apply phonic knowledge and skills as the route to decode words, containing sounds such as ay, ee, igh, ow, oo, oo.

To explain clearly their understanding of what is read to them and answer questions based on setting, character and plot.

**Writing**

Using adjectives in our sentences.

Writing simple sentences using the conjunction: and. Learning how to use punctuation correctly, including capital letters and full stops. To introduce the use of adjective to describe and specify, e.g. Frog is green and he wears stripy shorts.

**Letter Formation and Handwriting**

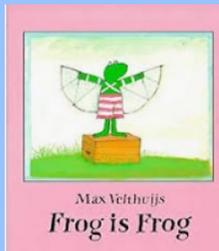
To use the correct tripod pencil grip. To form all letters correctly using a lead out (flicks). To form numbers correctly.

**Key questions:**

Can you think of some adjectives to describe Frogs appearance?

What are you good at?

Which skills would you like to improve?



**Learning Values:**

Harmonious & Independent Learner

**North Ealing Primary School**



**2019-2020**

**S.M.S.C.**

Developing a sense of self and realising own potential.  
Respect for own culture and that of others.

**Science: Seasonal Changes**

**What's through the window?**

Children will:

Recognise evidence of seasonal changes in their school grounds and immediate local area throughout the academic year.

Be able to describe the seasonal changes as they occur.

Recognise and describe the weather associated with different seasons.

Observe and describe how day length varies.

Explain in simple terms how animals and plants are affected by weather conditions.

Recording changes through diaries, descriptive writing, poetry, drawings and photographs.

Select work and images for pages of their book which reflect a view from their classroom window throughout the year.

**Maths:**

**Number and Place Value**

Given a number, identify one more and one less. Count forwards to one hundred.

To use the language of: equal to, more than, less than (fewer), most, least.

To order numbers, filling in missing numbers up to 100.

To identify what each digit in a two digit number represents (tens and ones)

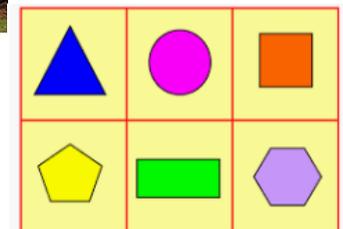
**Calculating:**

To add two quantities together and record the calculation.

**Shape and Space:**

Recognise, describe and name common 2-D shapes in different orientations and sizes i.e. including rectangles (including squares), circles and triangles.

Recognise and create simple repeating patterns with objects and shapes.



# WHAT MAKES SOMEWHERE OR SOMEONE UNIQUE AND SPECIAL?

## IMMERSION: SEASONAL PARK WALK & SKETCHING

### Art/DT: Art in the Landscape

Key artist: Andy Goldsworthy  
Children will be able to

- Sketch and make detailed drawings of buildings in local area.
- Make colour palettes from natural objects found.
- Communicate observations, ideas and feelings in the images and sculptures made.
- Use ideas from Andy Goldsworthy's work to recreate natural pieces of art work and sculptures and then create their own from natural objects.

#### Key questions:

What's special about your artwork?

What would you do to improve your work?

### P.S.H.E.

- Understand what is meant by the term 'unique'
- Be able to explain why they are unique.
- Be able to identify people in their lives who are unique and special to them and explain why.
- Be able to understand why and how we remember people who were special to them but are no longer alive.
- Be able to express their feelings about people who are special to them through words and visual images.

Key question: What makes me and other people in my life unique and special?

### UN's Rights of the child

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

### Spanish:

Learning language through music and movement.

Introduce phonics for Spanish speaking and listening.

Greetings and introductions, including vocabulary for expressing feelings: I am happy/ sad (with actions and puppets).

Spanish words for numbers 0-10 through song and movement.



### History/Geography:

- Using maps to locate their school, their local area, Ealing, London, the UK.
- Identify key features of their school grounds and local area.
- Identify seasonal changes within the school grounds and local area.
- Draw maps to show their journey to school.
- Identify a range of buildings in the local area and their uses.
- Express their viewpoints about the local area.

What's special about the place where you live?



### R.E. Special Places

- Identify places which are special to them, explaining why and describe how they make them feel.
- Understand that special rules apply when visiting special places, e.g. places of worship and be able to describe some of these rules.
- Describe some external and internal features of the place of worship they have visited and say how these are important in the religion.

Key question: What makes a place special? How does a special place make you feel?



### Computing:

Use technology safely and respectfully

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Keyboard skills; using arrows, letters and numbers.

Using the mouse control; the mouse to click.

Key question: Is everything on Youtube good?

### P.E.

This half term pupils will be focusing on developing their balance and co-ordination skills through a range of group and paired activities. They will be developing their fundamental movement skills in preparation for further games, dance and gymnastic topics.

#### Key questions:

- What special skills do you have?
- Can you balance on one leg?
- How many different ways can you move around the room?