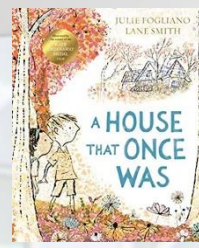
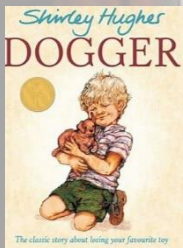


Year One

Autumn Term – ‘Back in Time’

As readers, our children will use the following texts to support their learning:



Fiction

'Dogger' by Shirley Hughes, 'Mr Wolf's Pancakes' by Jan Fearnley
 'Grandad's Secret Giant' by David Litchfield
 'Grandad's Island' by Benji Davies, 'Katie Morag' by Mairi Hedderwick
 'The Hare and the Tortoise' Aesop Tales, 'The Gingerbread Man'
 'The House that Once Was' by Julia Fogliano and Lane Smith

Non-Fiction

'Toys in the 1980's' and 'Talking About the Past'
 'How Things Have Changed' by James Nixon

Poetry

Autumn poems

Our children will use the texts and the links to the curriculum to develop our skills as writers of:

- **labels, lists and captions**
- **narrative texts** – *retell well known stories'*
- **narrative texts** – *stories with repeating patterns*
- **poetry** – *perform, then write an autumn poem linked to harvest and seasonal changes*
- **recounts** – *a journey to school*
- **instruction texts** – *make gingerbread men*
- **narrative texts** – *stories with a familiar setting*

Marshland Moments

13. Slide on a slide and swing on a swing
14. Jump in puddles on a rainy day

Key Events

The Local Park

Visit the local park with parents

Engaging Parents

Trip to the local Park

Parents accompany their children to the local park to use the equipment

Fun with Phonics

Information session for parents on the Phonics Screening Check and how they can support

As mathematicians, our children will access the 'Mathematics Mastery' programme and study:

- **Numbers to 10** – *representing numbers in a variety of ways, including concrete objects and pictorial representations; comparing numbers within 10 in two sets using concrete objects, using the terms more and fewer and find one more or less; exploring composition of the numbers 5 to 10*
- **Addition and subtraction within 10** – *addition is taught as a combination of amounts and subtraction as partitioning; using the symbols +, - and = linking equations to the part-whole model; solving one step problems and beginning to recognise addition and subtraction as inverse operations*
- **Shapes and patterns** – *looking at 2-D and 3-D shapes and relating them to everyday objects; exploring shapes on different orientations and sizes and describing and classifying shapes; describing position, direction and movement, including quarter turns*
- **Numbers to 20** – *comparing and ordering numbers up to 20, identifying number patterns and finding halves and doubles within 20*
- **Addition and subtraction within 20** – *using abstract equations through 'first, then, now'*

<p>As scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions 	<p>The children will also study the following two units:</p> <table border="1"> <tr> <td data-bbox="1124 196 1581 587"> <p>Everyday materials</p> <ul style="list-style-type: none"> - distinguishing between an object and the material from which it is made - identifying and naming a variety of everyday materials - describing the simple physical properties of a variety of everyday materials - comparing and grouping together a variety of everyday materials based on their physical properties </td> <td data-bbox="1590 196 2040 587"> <p>Seasonal Change</p> <ul style="list-style-type: none"> - observing changes across the four seasons - observing and describing weather associated with the seasons and how day length varies </td> </tr> </table>		<p>Everyday materials</p> <ul style="list-style-type: none"> - distinguishing between an object and the material from which it is made - identifying and naming a variety of everyday materials - describing the simple physical properties of a variety of everyday materials - comparing and grouping together a variety of everyday materials based on their physical properties 	<p>Seasonal Change</p> <ul style="list-style-type: none"> - observing changes across the four seasons - observing and describing weather associated with the seasons and how day length varies
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<p>As designers and users of technology, our children will develop their technical knowledge by:</p> <ul style="list-style-type: none"> - evaluating products that use structures and are stable when standing up - design and make playground equipment using structures, exploring how they can be made stronger, stiffer and more stable - evaluate their own work against design criteria 	<p>As artists, our children will:</p> <ul style="list-style-type: none"> - develop their knowledge and skills when using collage, producing pictures of an aspect of the academy - learn about the work of 'Paul Klee' and make links to the work they create in this unit of work 			
<p>As geographers, our children will:</p> <ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<p>As historians, our children will develop an understanding of:</p> <ul style="list-style-type: none"> - changes within living memory, investigating what life was like for their grandparents 			
<p>In Personal, Social and Health Education, our children will study: <i>Being Me in my World – establishing the class charter and the rights and responsibilities the children have</i> <i>Celebrating Difference - talking about ways we are different from each other</i></p>				
<p>Developing their knowledge and skills in physical education, our children will:</p> <ul style="list-style-type: none"> - play various sports with a focus on invasion, developing their ability to control the ball - play partner games linked to tennis, rounders and cricket, with a focus on developing their skills in striking and fielding 	<p>As musicians, our children will:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively, looking at music from the genres hip-hop and reggae - listen with concentration and understanding to a range of high-quality music - experiment with, create, select and combine sounds 			
<p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</p> <ul style="list-style-type: none"> - who is a Christian and what do they believe? – <i>focus on 'believing'</i> 	<p>As computers and users of technology, our children will investigate:</p> <ul style="list-style-type: none"> - how to keep safe online when exploring Purple Mash - how to group and sort - pictograms using the Purple Mash software - building Lego online 			