

As historians we will...

Learn about the lives and contributions of the following people:

Queen Elizabeth
Queen Victoria
Rosa Parks

Describe significant people from the past.

Describe significant events from the past
The Gunpowder Plot
Martin Luther King speech
Emmeline Pankhurst
Emily Davison – winning the vote for women
Neil Armstrong – moon landing

Ask historical questions such as: What was it like for people? What happened? How long ago?

As scientists we will...

Identify and classify animals from the 5 common groups: mammals, birds, amphibians, reptiles and fish. Know some common features of these groups.

Classify animals according to their diet: Herbivore, carnivore and omnivore.

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Explore the 5 senses through performing simple tests.

Observe seasonal changes of Autumn and Winter. Observe and describe weather associated with these seasons and how day length varies.

As readers and writers we will...

Follow RWI to build up our phonic knowledge and reading fluency.

Listen to a variety of different texts including fantasy stories, instructions, rhyming poems and letters.

Talk about texts we have read.

Form lower case letters correctly, starting and finishing in the right place – around letters: c, a, o, d, g, q and down letters:

l, t, b, p, k, h, i, j, m, n, r, u, y.

Write with finger spaces between words.

Talk about what we will write and rehearse this before writing.

Begin to use capital letters and full stops to demarcate sentences and a capital for I.

Spell common exception words.

Write instructions, character descriptions, retells, labels, captions and letters.

As mathematicians we will...

Recall number bonds to 5 and 10.

Count forwards to 10 and backwards from 10 to 0.

Read and write numbers to 10 in digits and in words.

Compare numbers within 10.

Use the part, part, whole model to show our understanding of numbers.

Add and subtract within ten using number lines to count on and back. We will also use number bonds.

Learn to use positional and directional language. E.g. first, second etc and left and right.

Count to 20 (forwards and backwards).

Read and write numbers to 20 in digits and in words.

Compare and order numbers to 20.

Describe shapes and patterns

Year 1 - Termly Overview Autumn Learning

As artists we will...

Study aboriginal art and artists.

Use a variety of H and B pencils and explore their effects. Hold the pencil in different positions to explore the effects. Experiment with hatching.

Create our own aboriginal drawing stories and draw them onto rocks.

Research Van Gogh and still life paintings.

Explore different types of paintbrush and how holding them in different ways creates different effects.

Practise drawing and painting skills needed to create own still life images.

Create own sunflowers painting.

As geographers we will...

Know where our school is located, the street it is on and locate this on maps. Make maps of our local area including important features of Kearsley.

Explore the town of Bolton and name some physical and human landmarks of Bolton.

Use maps explore features of Greater Manchester such as rivers, green spaces, homes and transport links.

Explore some of the features of the North West of England.

Learn about England, its flag, emblem, patron saint and that it is the largest of the countries of the UK.

Study the UK and its countries on maps, know the countries of the UK and the Prime Minister is the head of the government,

On computers we will...

Recognise that sometimes people/content online can create negative feelings.

Give examples of what to do if we feel negatively about something online.

Understand that we can use the internet to connect with people we know in real life.

Understand that things can stay on the internet and can be copied.

Explain how to use technology safely and respectfully.

Type simple sentences using a word bank.

Change the font, size or colour of our writing.

Use buttons such as bold and italics.

Use the mouse or arrows keys to move to a different part of the text.

Add images to our text.

Use undo to fix a mistake.

In Design and Technology we will...

Make Christmas bookmarks

Learn how to do running stitch

Draw and label our designs.

In PE we will...

Explore and experiment a range of fundamental movement skills

Demonstrate a range of simple movement patterns

Complete skill development activities, gymnastics and SAQ.

In Personal, Social, Health & Education we will...

Discuss our experiences of and feelings and develop vocabulary around these feelings.

Identify people we trust and can talk to about our feelings.

Understand feeling safe and special in our class and understand that we belong.

Understand how to create a successful learning environment for everyone.

Recognise feeling proud of an achievement.

Understand that we can make choices with our behaviour and explain how we feel when we make these choices or face different consequences.

Identify differences and similarities between others and ourselves and know that these differences make us unique and special.

Understand what bullying is and how someone being bullied might feel.

Explain how to make new friends.

In Religious Education we will...

Retell the story of creation from Genesis 1:1–2:3 simply

Recognise that 'Creation' is the beginning of the 'big story' of the Bible

Say what the story tells Christians about God, Creation and the world

Give at least one example of what Christians do to say 'thank you' to God for Creation

Think, talk and ask questions about living in an amazing world

Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in

Talk about what makes some places special to people and what is the difference between religious and non-religious special places.

Recognise there are special places where people go to worship, and talk about what people do there.

Talk about why some people belong to a sacred building or community?

Give examples of stories, objects and actions used in churches, mosques or synagogues which show what people believe.

Give simple examples of how people worship in a church, mosque or synagogue.

Identify a belief about God connecting these beliefs simply to a place of worship

Year 1 - Termly Overview Autumn Learning

In Forest Schools we will...

Explore natural materials and explore making a piece of art work using these materials.

Create animals using woodland creatures.

Build a mini den for our woodland creatures to hibernate in. We will use sticks, grass and natural materials.

In Global Citizenship we will...

Celebrate Black History Month by learning about significant individuals.

In Phonics we will...

We follow a whole school systematic synthetic phonics programme called Read, Write Inc.

Children have been assessed into broad phonics groups and will be taught to read and spell in the phonics programme at their assessed level.

In Emotional Literacy we will...

Listen to the story of Elmer by David McKee and discuss differences, being unique, special and equal.

Listen to Shark Lady by Jess Keating and discuss gender roles and equality and persevering to achieve your dreams and goals.