






Writing	Phonics	Maths	Humanities History and Geography															
<p>This term we are focusing on writing:</p> <p>Autumn 1:</p> <ol style="list-style-type: none"> Character description Recount <p>Autumn 2:</p> <ol style="list-style-type: none"> Instructions Poetry <p>Our key texts this term are:</p> <ul style="list-style-type: none"> Hairy Maclary from Donaldson's dairy Julian is a mermaid What the Ladybird Heard Rapunzel Little Red 	<div data-bbox="519 215 840 311" style="text-align: center;">  </div> <p>Read Write Inc (RWI) is a phonics programme which helps <u>all</u> children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.</p> <p>Phonics focus</p> <p>Autumn 1</p> <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children are taught to read words containing set 2 sounds.</p> <p>Children will also build speed of reading words known.</p> <p>Autumn 2</p> <p>Review set 2 sounds, particularly: ar, or, air, ir, ou, oy</p> <p>Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo</p> <p>Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e</p> <div data-bbox="459 981 884 1268" style="text-align: center;"> <p>Speed Sounds Set 2</p> <table border="1"> <tr> <td>ay may I play?</td> <td>ee what can you see?</td> <td>igh fly high</td> <td>ow blow the snow</td> <td>oo goos at the zoo</td> </tr> <tr> <td>oo look at a book</td> <td>ar start the car</td> <td>or shut the door</td> <td>air that's not fair</td> <td>ir whirl and twirl</td> </tr> <tr> <td></td> <td>ou shout it out</td> <td>oy toy for a boy</td> <td></td> <td></td> </tr> </table> </div> <p>For more information about how to help your child at home visit: https://home.oxfordowl.co.uk/reading/reading-age-5-6-year-1/</p>	ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo goos at the zoo	oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl		ou shout it out	oy toy for a boy			<p>Y1- White Rose Maths</p> <ul style="list-style-type: none"> Place value Addition and subtraction Shape Consolidation 	<p>History</p> <p>The Gunpowder Plot</p> <p>Children will question what history is in their living memory and beyond, developing their historical vocabulary. They will be discussing what they know about Bonfire night and Guy Fawkes, questioning what Guy Fawkes did in order to still be remembered today. They will be exploring what went wrong with the plot and how we know about it today, looking at primary and secondary sources. Children will also be comparing how we celebrate Bonfire night now and in the past.</p> <p>Children will also be visiting to the local area.</p> <p><u>Spotlight lessons:</u></p> <p>Guy Fawkes</p>  <p>Geography</p> <p>Small area study of UK- Coton Green</p> <p>Children will be exploring what a geographer is. They will be sharing what they already know about Coton Green- our local area, thinking about how to find out more. Year 1 are going to look at the human and physical features and what our local area looks like. Children will also be learning about a compass- what it is and how it can be used. They'll also be investigating what makes a good map.</p> <p>Children will also be going on a field trip into the local area.</p> 
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Science	PSHE/RSE	PE
<p>Animals Children will consider, 'what makes you you' and what they eat. They will explore what lives in their environment too, identifying and naming a variety of common animals. Children are going to be identifying and naming animals that are carnivores, herbivores and omnivores.</p> <p>Humans Children will explore the 5 senses. They will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Families and Friendships Children will consider the role different people play in children's lives and how they care for them. They will explore what it means to be a family and how are families different. They will explore emotions and friendships looking at how to overcome friendship issues.</p>	<p>Gymnastics – floor Children will explore travelling in different ways and on different parts of the body. They will explore balance and demonstrate a careful balance.</p> <p>Gymnastics -apparatus Children will travel along the apparatus safely. They will jump and land confidently and safely.</p>

Art	Design and Technology
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<p>Drawing - Exploring Line Children will experiment with lines of different shapes, sizes and thicknesses. They will explore the work of artists, craft makers and designers and record the basic shapes they can see through drawing. Children will begin to use lines to add detail and/or texture to drawings.</p> <p>Artists: Wassily Kandinsky and Piet Mondrian</p> 	<p>Structures: Freestanding structures Children will explore the strength of a piece of paper. They will make a strong paper bridge. Children will evaluate their work in relation to its purpose.</p>
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Music	RE
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<p>Timbre – Animals</p> <ol style="list-style-type: none"> How can I make different sounds? Can I copy back simple rhythmic patterns and melodies? Can I move in time with the music? Can I use timbre to identify different animals? Can I use my knowledge of timbre to create different sound effects? Can I describe music and sounds in simple terms? 	<p>Introducing Religion Children will consider groups they belong to in their life and reflect upon why belonging is important. They will be introduced to Christianity and Islam, learning about which symbols are important to these religions. Children will reflect upon how people's beliefs impact upon their daily lives.</p> <p>Special Places and Festivals Children will reflect upon places that are important to them. They will explore the key features of a church and a mosque. Children will learn about how people prepare for Christmas- finding out about what happens in a church during the period of advent.</p>
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— ANIMALS including Humans KNOWLEDGE ORGANISER —

Overview

- Animals are living things.
- Like plants, animals need food and water to live.
- Unlike plants (which make their own food) animals feed themselves by eating plants or other animals.
- Animals are also able to sense (including see, hear, smell, taste, touch) what is going on around them.
- Millions of animals live on earth.

Types of Animals

Mammals

- Mammals are warm-blooded creatures. Most have hair.
- They give birth to live young. They produce milk to feed them.
- Humans are mammals. Other examples are monkeys, lions, bears, dogs, cats and cows.

Reptiles

- Reptiles are cold-blooded. They lay eggs/ have scales. They breathe through lungs.
- Examples include lizards, crocodiles & snakes.

Birds

- Birds are warm-blooded. They lay eggs/ often have feathers and wings. Most have hollow bones & can fly.
- Examples include robins, penguins & ducks.

Fish

- Fish are cold-blooded and live in water. They breathe through gills. Have fins/cocles.
- Examples include sharks, salmon, & rays.

Amphibians

- Amphibians are cold-blooded. They live in water and land. They have 3 life stages: eggs, larvae, & adult.
- Examples are frogs, toads, & salamanders.

Animal Structures

- Birds have wings, to help them fly.
- They use beaks for eating and keeping themselves clean.
- They have light bones to make flying easier.
- Feathers are also light (helping them fly) and are important for keeping birds warm.
- Mammals have hair/ fur, to keep them warm.
- Their warm blood also keeps them and their young warm.
- Mammary glands – nipples/udders help mammals to feed their young.

Senses

- Sight - Eyes help humans and most animals to see
- Hearing - Ears help humans and most animals to hear
- Smell - Noses help humans and most animals to smell
- Taste - Tongues help humans and most animals to taste
- Touch - Skin helps humans and most animals to feel
- Brains help humans and animals to think.

Herbivores (eat plants)
Elephants, Deers, Rabbits, Cows, Brown Bears, Badgers, Raccoons, Lizards

Omnivores (eat plants and animals)
Lions, Crocodiles, Hyenas, Sharks

Carnivores (eat animals)

