

# My Island Home

Year 1 Autumn 2



## Geography: UK

- To understand what an island is & describe it using geographical vocabulary
- To understand that the UK is an island
- To identify and locate the 4 countries of the UK and their capital cities
- To identify different physical & human features of the UK from aerial photos
- To use geographical vocabulary to describe and compare different landscapes around the UK
- To begin to say which features are physical and which are human
- To create their own map of a place using symbols to represent the different features

## History: Events beyond living memory

- To use simple chronological vocabulary when describing a historical event
- To compare and contrast events in the past in my own and other peoples' lives
- I can act out events from the past using drama and role play.

## Science: Plants and Changing Seasons

- Be able to describe characteristic local weather patterns during the different seasons.
- Recognise the importance of the sun as a source of light and warmth.
- Understand daily weather changes.
  - Temperature: thermometers are used to measure temperature
  - Clouds: rainfall comes from clouds
  - Rainfall: how the condition of the ground varies with rainfall; rainbows
  - Thunderstorms: lightning, thunder, hail, safety during thunderstorms
  - Snow: snowflakes, blizzards
- Know that there are two kinds of plants: deciduous and evergreen.
- To ask questions about how and why things change
- With help, to identify changes to observe and measure and suggest how to do it

## English:

### Reading

- Apply phonics knowledge and skills to decode words
- Explore familiar and unfamiliar rhymes and stories & link what they hear or read to their own experiences
- Explain their understanding of what they are reading and/or is being read to them
- Discuss the sequence of events in books & how items of information are related.
- Discuss favourite words and phrases
- Predict what might happen on the basis of what has been read
- Draw inferences on the basis of what is being said and done
- Participate in discussion about what is read, taking turns and listening to others & express views about reading.

### Writing

- Write sentences by composing a sentence orally before writing it
- Sequence sentences to form short narratives
- Write for different purposes, including about fictional and personal experiences, poetry, non-fiction and real events
- Re-read their work to check it makes sense
- Use new and familiar punctuation correctly

## Mathematics:

### Number and Operations

- To count to 100 forwards and backwards
- To identify 1 less and 1 more than a number to 20
- To count, read and write numbers to 20 in numerals and begin to write in words
- To begin to count in multiples of 2s and 10s
- To begin to represent and use number bonds within 20
- To begin to read and write mathematical statements involving addition (+), subtraction (-) and equals (=)
- To begin to add and subtract 1-digit and 2-digit numbers to 20 accurately
- To begin to solve 1-step problems that involve addition using concrete objects and pictorial representations.

### Shape and Measures

- To measure capacity and volume with support and begin to record
- To measure mass and weight with support and begin to record
- To begin to describe position, direction and movement.
- To recognise and name simple 2-d and 3-d shapes, and solve problems involving shape.

### Fractions

- To begin to recognise a half as one of two equal parts of a shape or an object
- To begin to recognise a quarter as one of four equal parts of a shape or an object

## Art:

- To develop a wide range of art and design techniques, including line, space, shape, colour and form to represent different perspectives.
- To learn about the work of a wide range of artists and make links to their own work.

### Artists and illustrators studied include:

Peter Bruegel, William Hogarth, John Singer Sargent, Peter Hansen, Quentin Blake

## DT:

- To select from a range of tools and equipment to perform practical tasks.
- Design a card with a moving part

## Music:

- To use their voice expressively and creatively in songs, chants and rhymes
- To play untuned instruments, thinking about pulse and rhythm
- Listen to a range of music, and express views about what they are listening to.
- Experiment with, create, select and combine sounds to compose simple piece of music.
- Learn to sing and perform traditional Christmas Carols

## Computing:

- Programme a Beebot with a simple set of instructions
- Learn how to use technology safely and responsibly
- To store and retrieve digital content



## PSHE:

### Health and well-being (keeping safe)

- To understand that we share responsibility to keep ourselves safe
- To understand and explain different ways that we can keep ourselves safe
- To understand when it is important to share concerns with an adult

### Areas covered include:

- Firework safety
- Road safety
- Internet safety
- Safety around the school and home environments

## RE:

### Christianity – Who is Jesus

- To realise that Jesus is a special person to Christians
- To retell key events from Jesus' life
- To identify which events show that Jesus is Divine
- To recognise that Jesus' miracles raise puzzling questions.

### Why is Christmas important

- To begin to understand how and why Christmas is celebrated
- Identify elements of Christmas that are important to Christians
- To retell the main event of the Nativity story
- Begin to understand the symbols in the Nativity Story.

## PE:

**realPE:** To learn to different types of jumps and to be able to land safely; to master basic movements, including developing balance, agility and co-ordination

**realDance:** To perform dances using simple movement patterns

