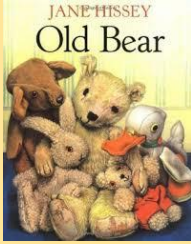



## Learning Outline

Year 1: Autumn Term

<p><b>English</b></p>	<p><b>Key Texts:</b> Old Bear Rapunzel</p> <p><b>We will write:</b> A narrative Messages Traditional Tale narrative Instructions</p> <div style="display: flex; justify-content: space-around;">   </div>	
	<p><b>Writing: Composition objectives:</b></p> <ul style="list-style-type: none"> <li>Say out loud what they are going to write about</li> <li>Compose a sentence orally before writing it</li> <li>Sequence sentences to form short narratives</li> <li>Read writing aloud, clearly enough to be heard</li> </ul> <p><b>Reading Comprehension Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify and explain the sequence of events in texts</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</li> <li>Draw on knowledge of vocabulary to understand texts</li> </ul>	<p><b>Writing: GPaS objectives</b></p> <ul style="list-style-type: none"> <li>Begin to punctuate sentences using a capital letter and full stop</li> <li>Join words clauses using 'and'</li> <li>Use a capital letter for names of people and places</li> <li>Begin to punctuate sentences using a question mark or exclamation mark</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Begin to spell common exception words</li> <li>Spell words ending in 'ff', 'll', 'ss', 'zz' and 'ck'</li> <li>Spell words with the tch sound</li> <li>Adding 's' to make words plural</li> </ul>
<p><b>Maths</b></p>	<p>Place Value, addition and subtraction within ten, 2D and 3D shape, length and height.</p>	
<p><b>History</b></p>	<p>Significant people in Space – Neil Armstrong, History of space travel, timelines.</p>	
<p><b>PE</b></p>	<p>Fundamental skills including balance, stability, hopping, skipping and jumping, Gymnastics, Ball Skills, Sending and Receiving.</p>	
<p><b>PSHE &amp; Relationships education</b></p>	<p><b>Me and My Relationships</b> Why we have class rules How are you listening? Feelings and bodies Good friends</p>	<p><b>Valuing Differences</b> Same or different? Unkind, tease or bully? Harold's school rules It's not fair Who are our special people?</p>
<p><b>Music</b></p>	<p><b>Singing and Performance</b> Singing is a key part of the music curriculum. Children sing in a performance, performing together as a choir, combining singing and movement as appropriate. They will sing with a good grasp of pitch, developing part singing techniques.</p>	

<b>Art and Design</b>	<b>Drawing: Make your mark</b> <ul style="list-style-type: none"> <li>• Show knowledge of the language and literacy to describe lines.</li> <li>• Show control when using string and chalk to draw lines.</li> <li>• Experiment with a range of mark-making techniques, responding appropriately to music.</li> <li>• Colour neatly and carefully, featuring a range of different media and colours.</li> <li>• Apply a range of marks successfully to a drawing.</li> <li>• Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</li> </ul>
<b>RE</b>	Peterborough Diocese - We will be learning about belonging in different groups, focusing on the question, 'What does it mean to belong?' Understanding Christianity – Incarnation – the Christmas story.
<b>Computing</b>	<b>Digital Literacy</b> Children will develop their understanding of what technology is and identify some examples in their classroom and everyday life as well as how it can help them. <b>E-safety</b> Children will learn how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
<b>Geography</b>	<b>Where in the world is Daventry?</b> Children will explore Daventry as a settlement and explore some of the amenities are in Daventry. They will 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.