

WRITING

As children follow the Read Write Inc programme in Year 1, these writing genres will be covered:

- Stories set in places children have been
- Poems using rhyme
- Stories with repeated text
- Labels, lists and captions
- Recounts
- Traditional stories
- Stories from other cultures
- Instructions
- Information texts



RE

Key Question:

Are Rosh Hashanah and Yom Kippur important to Jewish children?

Learning Objective:

To learn to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.

LRR

To explain clearly their understanding of what is read to them.

To discuss the significance of the title and events.

To make inferences from the text based on what is said and done.

To predict what might happen from what has been read so far.

PE

To be able to use communication skills to participate in parachute games.

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To be able to use a ball to strike a target.

To be able to use a ball to strike a smaller target.

To be able to throw and catch a variety of balls.

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MUSIC

To create musical sound effects and short sequences of sounds in response to stimuli.

To create a story using untuned percussion and sound makers.

To invent and retain rhythmic and pitch patterns.

To recall rhythmic and pitch patterns.

To record pitch patterns using dots, high pitches use high dots.

To perform rhythmic and pitch patterns.

HISTORY

To know what Wellington is like now.

To know what Wellington was like in the past.

To compare what the Wellington market was like in the past to now.

To know who Ann Bowring was and how she helped people living in Wellington.

To know that Telford is a new town.

To know where the name 'Telford' came from.

MATHS

Fractions

Addition and Subtraction

Geometry

Measurement

Number and Place Value

SCIENCE

To observe changes across the four seasons.

To observe and describe weather associated with the seasons.

To observe and describe weather associated with the seasons and how day length varies.

To observe changes across the four seasons (observe, measure and record the appearance of plants and animals in the school grounds across the seasons).

To observe changes across the four seasons (show their knowledge on seasonal changes).



D AND T

To look through a range of puppet designs.

To design a felt puppet using pictures, labelling and simple sentences to plan my own ideas, following a simple design criteria.

To use scissors to cut out felt shapes safely and with support.

To use plastic needles to join two felt pieces using a simple running stitch, with support.

To use a running stitch to add finishing details to a felt puppet.

To compare my puppet with the designs of others in the class, discussing what could make my design better, and linking it to what I was asked to do.

PSHE- RELATIONSHIPS

Life cycles
Changing Me
My Changing Body
Boys' and Girls' Bodies
Learning and Growing
Coping with Changes



ICT

To choose a command for a given purpose

To show that a series of commands can be joined together

To identify the effect of changing a value

To explain that each sprite has its own instructions

To design the parts of a project

To use my algorithm to create a program