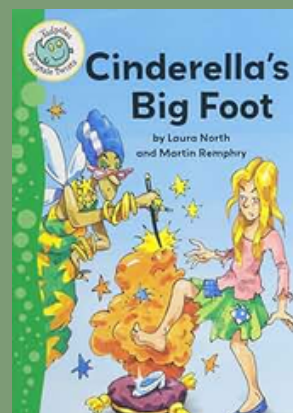
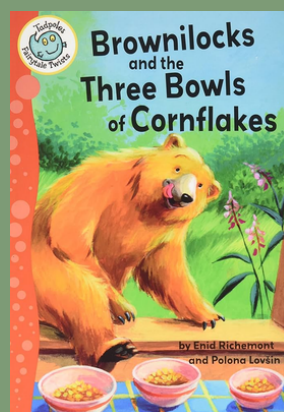


READING

- To learn to appreciate poetry/ rhymes.
- To understand the particular characteristics of fairy tales and traditional stories.
- To link what I read to my own experiences.
- To understand the particular characteristics of fairy tales and traditional stories
- To discuss the significance of the title and events.
- To participate in discussion about what is read, taking turns, and listening to others.



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

MATHS

- Week 1: Measurement
Week 3 - 5: Addition and Subtraction (Within 20)
Week 6 & 7: Number and Place Value

PE

- To develop the skill of balancing.
- To develop coordination.
 - To develop accuracy when throwing and rolling.
 - To develop the ability to run whilst avoiding obstacles.
 - To develop agility.
 - To increase coordination, balance, and agility levels.
 - To increase coordination, balance, and agility levels.



MUSIC

- To use body percussion to play short copycat rhythm patterns led by teachers
- To know the meaning of ostinato
 - To use classroom percussion to play an ostinato
 - To play word-pattern chants
 - Playing games to practice syllables
 - To create their own word-pattern charts
 - To perform their own word-pattern chants

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.
- Enquiry endpoint: How has our local area changed?

SCIENCE

- To identify and name a variety of common animals.
- To identify domestic and wild animals and what they eat.
 - To identify some features of fish, amphibians, reptiles, birds and mammals.
 - To identify animals as mammals, birds, fish, reptiles and amphibians.
 - To identify and name a variety of common animals that are carnivores, herbivores and omnivores.
 - To identify and name a variety of common animals that are carnivores, herbivores and omnivores.



RE

What is the most significant part of the Nativity story for Christians today?

To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.

PSHE- CELEBRATING DIFFERENCES

- I can identify similarities between people in my class.
- I can identify differences between people in my class.
 - I can tell you what bullying is.
 - I know some people who I could talk to if I was feeling unhappy or being bullied
 - I know how to make new friends
 - I can tell you some ways I am different from my friends

ICT

- To identify technology
- To identify a computer and its main parts
- To use a mouse in different ways
- To use a keyboard to type on a computer
- To use the keyboard to edit text
- To create rules for using technology responsibly

D & T

- To design a house construction using pictures and labelling
to plan my own ideas, following a simple design criteria.
- To explain what I will be making and how
 - To measure and mark out cardboard pieces using a ruler.
 - To use scissors, glue and tape to shape and join cardboard parts safely.
 - To talk about my work, linking it to what I was asked to do.
 - To compare my house with the designs of others in the class.
 - To begin to discuss what could make my design better.