

### READING

- To listen attentively to a range of poems beyond a level which they can read independently.
- To recognise one syllable rhyming words.
- To begin to add noises and actions to verses as they listen to a range of poems. To use these actions to help them recite a familiar repetitive rhyme by heart.
- To be introduced to how a playscript is written when reading with a teacher.
- To orally retell the basic sequence of events in the playscript.
- To listen attentively to a playscript beyond a level which they can read independently.
- To begin to add noises and actions as they listen to the playscript.

### 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

### PE - DANCE

- I can copy and explore basic movements.
- I can copy and explore basic movements with more confidence.
- I can remember simple movements and dance steps.
- I can remember simple movements and dance steps with increasing accuracy.
- I can begin to link movements to sounds/music.
- I can link movements to sounds/music.
- I can respond to a range of stimuli and comment on own performance.

### MUSIC

- To listen to sounds in the local school environment, comparing high and low sounds
- To play games comparing high and low sounds
- To learn how to play some tuned percussion
- To follow pictures and symbols to guided playing (eg 4 dots = 4 taps)
- Higher dots means play a higher pitch.
- To explore percussion sounds to enhance story telling
- Explore pitched instruments and discuss how they could add to story telling, eg
- To continue to explore percussion sounds to enhance story telling

### SCIENCE - MATERIALS

- Lesson 1: To compare and group together everyday materials based on their properties. To record data and results of increasing complexity.
- Lesson 2: To find out why an object is made from a certain material and suggest other materials that may be suitable based on their properties.
- Lesson 3: To compare and group together everyday materials based on their properties, including conductivity – electrical and thermal. To take measurements and readings using scientific equipment accurately.
- Lesson 4: To be able to group together everyday materials based on additional properties including: hardness, solubility transparency, conductivity and response to magnets.
- Lesson 5 and 6: To plan and carry out an investigation into the most suitable material for a specific function.

### MATHS

- Week 1: Addition and subtraction
- Week 2: Addition and subtraction
- Week 3: Place value
- Week 4: Place value
- Week 5: Measurement: Length and Height

### GEOGRAPHY - THE UK

- To name, locate and identify the four countries of the United Kingdom.
- To name, locate and identify characteristics of England.
- To name, locate and identify characteristics of Wales.
- To name, locate and identify characteristics of Scotland.
- To name, locate and identify characteristics of Northern Ireland.

### ART - DRAWING

### RE

Was it always easy for Jesus to show friendship?

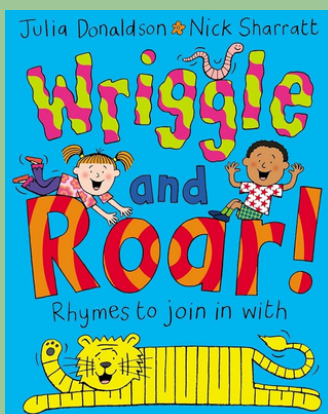
To identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.

### PSHE

- I can set simple goals.
- I can set a goal and work out how to achieve it.
- I understand how to work well with a partner.
- I can tackle a new challenge and understand this might stretch my learning.
- I can tell you about obstacles which make it more difficult to achieve and how to overcome them.

### ICT

- To know how to describe what different freehand tools do.
- To know how to use the shape tool and the line tools.
- To know how to make careful choices when painting a digital picture.
- To know why I chose the tools I used.
- To know how to use a computer on my own to paint a picture.
- To know how to compare painting a picture on a computer and on paper.



- To begin to explore the use of line, shape and colour (eg. thin,bold, feint, wavy, broken).
- To experiment with a variety of media (eg. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media).
- To investigate textures by describing, naming, rubbing, copying.
- To produce an expanding range of patterns and textures.
- To look and explore the work of an artist (Joan Miro).
- To draw a picture inspired by an artist, using my sketching techniques.
- To share and evaluate my piece of work in our classroom.

