Maths

Number: Place Value (within 10)Addition and Subtraction (within 10)

Shape recognize and name 3d shapes



Reading

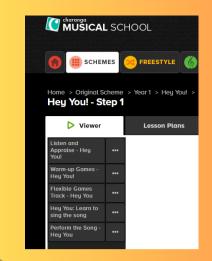
Week 1	Week 2	At the end of this unit, pupils will				
ocus on the leaflet for ummarising and the	Focus on the poem for inference and the core	Know:	Be able to:			
ore text for retrieval and sequencing	text and the poem for a personal response	The difference between an author and an illustrator	Retrieve informati from pictures			
		The meaning of words can be inferred from the context	Summarise text into image			



Writing

Learning Sequence: Y1 Setting descriptions (Block A)								
Part: 1/2	Focus: explicit teaching of the grammatical structures and vocabulary building							
Connect	Explain	Example Example	Attempt	Apply / Challenge	What success looks like	8		
1. Understand what a setting is and select vocabulary to describe it								
Refer to the images for pupils to record the different senses.	Explain that a setting is the place where the action is happening in a story.	Using some familiar picture books, encourage pupils to share canarpies of different settings. For example, vii Bergov, the city and a playground or in Where the Wild Things Are, Mark 1 beforem and the forest. Read the model test. Spring in the port. Ask pupils where the action is taking place.	Re-read the model text before pupils direa or write the words for three things that can be seen in this park. Explain how describing more than just what can be seen in providing all five senses can bring a setting to life. Underline examples of descriptions that rely on the different sense, a, a damp, earthy amel, swing song softly, dew and droplets.	Apply Show pupils an image of a seasonal setting, Ask them what they can see, hear, smelt, touch and taske. Record their ideas on a class word bank organised by the senses. Challenge Discuss the words they found the most helpful for visualising the setting and why.	Can explain what a setting is Can identify and collect vocabulary that can be used to describe a setting	Accessibility Deploy Clicker for exploring senses.		
Pert 17. Room exist tracking of the premission structures and vocabular building.								
Connect	Explain	Example Example	Attempt	Apply / Challenge	What success looks like	<u>8</u> i		
2. Orally describe a setting								
Adjectives	Explain that when we compose orally, we are saying and rehearsing our sentence. Remind pupils that before we write a sentence, we need to be able to say it. By hearing our	Model how to choose from and incorporate this vocabulary into a sentence to describe the setting. Demonstrate how you can add an adjective to provide more detail. Use Thinking Talk - I am poins to	Pupils then practise incorporating vocabulary from the word bank into a sentence to describe the setting, following the same process. Pick a word / words from the word bank. Put it into a	Apply Next, model adding another sentence to your description of the setting. Pupils will then describe this setting to a partner in one or two oral sentences.	Can orally describe a setting Can say a sentence aloud before writing it	Accessibility Deploy Widget for dual coding of vocabulary.		

Music



purple

mash

Phonics

Phonics: Read Write Inc. Phonics scheme. Daily Set 1 and Set 2 Speed sounds.

Ditty Books—Sound blending, word building and comprehension skills.

History/ Geography

History- Introduce changes withing living Memory. Looking at changes within us, our families and our community. **Geography Introduce continents** and oceans. UK countries/ capital

cities and sea.

P/ PE PassportE

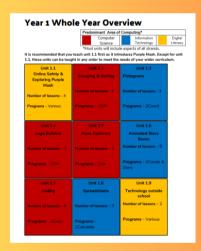
Gymnastics -**Balancing & Spinning On** Points & **Patches**



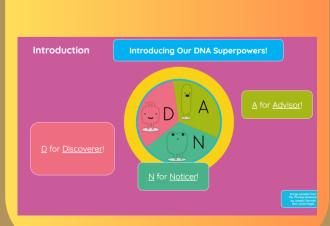
Year 1 curriculum map Autumn 2



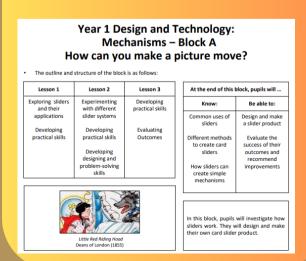
Computing

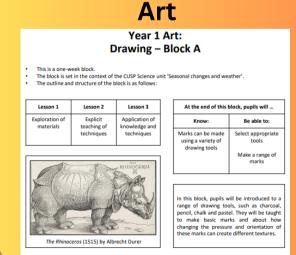


Connect - PHSE



D.T





Science

