Learning Journey

Year 1 – Autumn 1

Areas of learning

As geographical explorers, we will be making and following simple maps and plans. We will also be finding out about Mo Farah who went to university in Teddington and visiting his postbox.

As scientists, we will name and understand the uses of different parts of the body as well as our senses.

Within computing, we will learn how to login, use a mouse and to understand e-safety.

As product designers we will be designing and making our own fruit kebabs.

As athletes we will be mastering the fundamental skills needed for a variety of sports and taking part in OAA lessons.



5Cs focus	
Care	We will understand how to care for the classroom and help each other settle in our new classes.
Challenge	We will understand the Year 1 expectations and begin to learn independently.
Collaboration	We will be playing collaborative ball skills games.
Courage	We will be brave and come into school with a smile and little help from our parents.
Creativity	We will be creating self-portraits, cave paintings and watercolour landscapes.

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td rowspan="2">Reading – Word Reading
To apply phonic knowledge and skills to decode words.
To read high frequency / common exception words.
To listen to and discussing a wide range of stories and non-fiction.
To link what they read or hear read to their own experiences.
To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
To recognise and join in with predictable phrases.
To discuss word meanings, linking new meanings to those already known they listen to by.
To participate in discussion about what is read to them, taking turns and listening to what others say.
To explain clearly their understanding of what is read to them.</td><td>Writing
Key Texts: Brown Bear, brown bear by Eric Carle, and the traditional tale ‘The Magic Porridge Pot’ .
To orally rehearse a sentence – to say aloud before writing.
To speak in full, grammatically accurate sentences.
To write a single simple sentence that can be read.
To begin re-read what they have written to check that it makes sense.
To retell the story of The Magic Porridge Pot
To apply our phonics to writing.</td></tr>
<tr><td>Grammar
To punctuate sentences using a capital letter and a full stop.
To begin to explore using a capital letter for names of people, places and personal pronoun ‘I’.</td></tr>
<tr><td>Phonics
To be able to identify all Phase 2 and 3 sounds.
To be able to sound out and blend cvcc, ccvc, ccvcc and polysyllabic words with phase 2 and 3 sounds.
To be able to read nonsense ‘alien’ words with Phase 2 and 3 sounds.</td><td rowspan="2">Handwriting
To sit correctly at a table, holding a pencil comfortably and correctly.
To begin to form lower-case letters in the correct direction, starting and finishing in the right place
To begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
To be able to form the vowel letters correctly.</td></tr>
<tr><td>Spelling
To accurately spell words containing phase 2 and 3 sounds.
To begin to spell tricky words
To be able to stretch, robot talk and count the sounds to spell words.</td></tr>
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<table>
<tr><th colspan="2">MATHS</th></tr>
<tr><td>Previous Experiences
Cardinality and Counting
Comparison
Composition
Pattern
Shape and Space
Measures</td><td>Counting within 100
Count in ones forwards and backwards to 100
Count in tens to 100
Recognise a hundred square</td></tr>
</table>

Science - Humans

- Know the name of parts of the human body that can be seen

arm, leg, hand, foot, head, body, knee, elbow, ears, eyes, nose, mouth, tongue finger, thumb, stomach, bottom ,ankle ,toe.

- Know our senses and that we use our:
- Eyes for sight
- Nose for smell
- Mouth for taste
- Ears for hearing
- Skin for touch

History

- To begin to understand the terms present and past.
- To know that Sir Mo Farah lives in the local area is famous for long distance running for GB (Olympian)

Geography – All about us (locality and mapping)

Where do I live and what is my local area like?

- Know the names of the four countries that make up the UK : England, Scotland, Wales, Northern Ireland
- Human features of Teddington include a library, a hotel, a railway station, shops and a school
- Physical features of Teddington include the river, season, weather
- Know and use the terminologies: left and right; below, next to
- Draw a simple maps and plans to record the features of our school grounds

Computing – Using a computer

- To know what a keyboard is and how to locate relevant keys
- To be able to log in and out
- To know what a mouse is and to develop control when using a mouse
- To be able to use basic mouse skills including moving and clicking
- To be able to use a mouse to click and drag

PE – Fundamentals

To explore balance, stability and landing safely.

Balancing: know that looking ahead will help me to balance.

To explore how the body moves differently when running at different speeds.

Running: understand that bending my knees will help me to change direction.

To explore changing direction and dodging.

To explore jumping, hopping, and skipping actions.

Jumping: know that landing on the balls of my feet helps me to land with control.

To explore co-ordination and combining jumps.

To explore combination jumping and skipping in an individual rope.

Sometimes able to take turns with guidance

Work with a partner with direction from staff

Learn simple rules

PE - OAA

- To co-operate with a partner to complete challenges.
- To explore and develop working as a team.
- To develop talking, listening and sharing skills.
- To use speaking and listening skills to lead a partner.
- To plan with a partner and small group to complete challenges.
- To use talking, listening and sharing skills to complete challenges.
- I can communicate simple instructions.
- I can follow instructions.

RE- Belonging	PSHE – Being me in my world
• To understand how we welcome a new baby into the family • To know that babies are welcomed into the Christian family through baptism • Explore what it means to belong to a Christian community • I can talk about my own feelings and experiences • Know a Humanist family might celebrate the birth of a child and/or the naming of a baby • Belonging means feeling connected • At Collis we follow the 5Cs: Care, Creativity, collaboration, Challenge, Courage	• To feel safe in my class and understand what consent means • I can talk to one of my trusted adults if I am worried about anything • Consent is no means no. • To understand the rights as a member of my class • To understand the responsibilities for being a member of my class • To know my ideas are listened to and can help to show the Collis 5Cs and 4Bs The 5Cs are care, collaboration, creativity, challenge, courage • To recognise the choices I make and understand the consequences • To understand my rights and responsibilities within the Collis 5Cs and 4Bs
Music	
• Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character	