Learning Journey

Year 1 – Autumn 2

Areas of learning

As historians, we will consider, identify and explain the similarities and differences between toys from the Victorian era, the 1950s and 60s (when our Grandparents were children) and now. As scientists, we will identify, test and compare a variety of different materials. Within computing, we will continue to develop our mouse skills and use clicking and dragging skills to create shape artwork based on Kandinsky. In PE, we will be learning to control a ball in a variety of different activities and we will also be dancing and learning to count to a beat of eight! As musicians, we will be listening, singing and playing, whilst evaluating and exploring a range of film music and classical music. In RE, we will be learning about Christian and Jewish celebrations and how they bring communities together.









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.
Reading – Comprehension
To listen to and discussing a wide range of stories and non-fiction at a level beyond that at which they can read independently.
To link what they read or hear read to their own experiences.
To becoming 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 predict what might happen on the basis of what has been read so far.
To participate in discussions 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: Lost in the Toy Museum; Blow a Kiss, Catch a Kiss; Queen Victoria fact file and a Christmas write.
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 write a fact file.
To apply our phonics to writing.</td></tr>
<tr><td>Grammar
To be able to leave spaces between words.
To punctuate some sentences using a capital letter and a full stop.
To use a capital letter for names of special people and places (pronouns) and for the personal pronoun ‘I’.
To use ambitious adjectives to add excitement to our descriptive writing.</td></tr>
<tr><td>Phonics
To be able to confidently read cvc words e.g. c-a-t.
To be able to identify phase 2 - 5 sounds.
To be able to sound out and blend words using phase 2 - 5 sounds.
To be able to read nonsense words with phase 2 - 5 sounds.
To be able to sound out and spell words containing phase 2 - 5 sounds.</td><td>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.
To be able to form capital 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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<tr><th colspan="2">MATHS</th></tr>
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Comparison of Quantities and Part-Whole Relationships

- Explain that items can be compared using length and height or weight/mass and volume/capacity.
- Count and compare sets of objects.
- Use equality and inequality symbols (< > =) to compare objects and expressions.
- Explain what a whole is and that you can split it into parts.
- Identify parts of a whole.
- Explain what a part-whole model is.
- Use a part-whole model to represent a whole partitioned into two or more parts.

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Numbers 0-5

- Explain that numbers can represent how many objects there are in a set.
- Explain that ordinal numbers (1st, 2nd etc.) show a position and not a set of objects.
- Partition numbers 1-5 in different ways.
- Find a missing part when one part and the whole is known.
- Represent one more and one less than a number and describe this accurately.
- Use a bar model to represent a whole partitioned into two parts.

2D and 3D shapes (continued in Spring 1)

- Compose pattern block images.
- Copy, extend and develop repeating patterns.
- Compose tangram images.
- Investigate ways that cubes can make different 3D models.
- Explore, discuss and compare 2D and 3D shapes.
- Find 2D shapes within 3D shapes.
- Compare and identify correctly and incorrectly labelled 2D shapes.

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<th>Science - Materials</th>
<th>History – Toys in the Past</th>
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• Know the name of the materials an object is made from.
• Identify and name a variety of every day materials – wood, plastic, metal, glass, paper, fabric.
• To name 3 different objects, each made from one of these materials.
• Know about the properties of everyday materials.
• Compare and group materials based on simple physical properties.

Working Scientifically
To ask simple questions when prompted. To suggest ways of answering a question.

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- Identify toys used today and the materials used to make them.
- Today toys are often made of plastic.
- Today toys have batteries, are electronic.
- Know which toys are old and which are new (Victorian Era, parents/grandparents era and present day).
- To know the difference between toys from the past/present.
- Children in parents/grandparents times sometimes played with wooden toys such as: the spinning top but also plastic dolls and toys.
- Children in Victorian times sometimes played with wooden toys such as: the spinning top, cup and ball and cloth peg dolls.
- The Victorian Christmas traditions included Christmas trees, sending cards, giving presents and singing carols.
- To know 3 facts about Queen Victoria.
- Queen Victoria was the Queen during Victorian times.

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Music

Colonel Hathi's March

Listen and appraise

• Respond to musical characteristics through movement

• Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips)

• To know a march has a steady beat

• Tuba makes a low sound

• Piccolo makes a high sound

Improvise and compose

• Compose music to march to using tuned and untuned percussion

Magical musical aquarium

Listen and appraise

• Listen to 'Aquarium', reflecting the character of the music through movement.

Improvise and compose

• Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.

• To know that pictures, shapes and lines can be used to write music

Sing and Play

• Sing a unison song rhythmically and in tune

• Play percussion instruments expressively, representing the character of their composition.

Computing – Computing systems and networks

- To log in to a computer and access a website
- To know that "log in" and "log out" means to begin and end a connection with a computer
- To develop mouse skills
- Use a mouse to move and place items accurately on a screen
- Develop mouse control through, dragging clicking and resizing images
- To use mouse skills to draw and edit shapes
- Use basic tools to draw images, Shapes, Free hand tool, fill and lines
- To draw a scene from a story using digital tools
- Use a paint package to create a picture
- To create a self-portrait using digital techniques
- To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art.

PE - Dance

- To use counts of 8 to move in time and make my dance look interesting.
  I am beginning to use counts.
  I can move confidently and safely.
- To explore pathways in my dance.
- To create my own dance using, actions, pathways and counts.
  I can copy, remember and repeat actions.
- To explore speeds and actions in our pirate inspired dance.
- To copy, remember and repeat actions that represent the theme.
- To copy, repeat, create and perform actions that represent the theme.

- Take turns with most partners
- Work in pairs to complete a task
- Keep simple rules
- Begin to cope with different feelings

PE – Ball skills

1. To develop control and co-ordination when dribbling a ball with your hands.

Dribbling: know that moving with a ball is called dribbling.

2. To explore accuracy when rolling a ball.
3. To explore throwing with accuracy towards a target.

Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.

4. To explore catching with two hands.

Catching: know to watch the ball as it comes towards me.

5. To explore control and co-ordination when dribbling a ball with your feet.
6. To explore tracking a ball that is coming towards me.

Tracking: know to move my feet to get in the line with the ball.

- Take turns with most partners
- Work in pairs to complete a task
- Keep simple rules
- Begin to cope with different feelings (winning and losing)

RE- How does a celebration bring a community together?	PSHE – Celebrating Difference
Advent is when Christians get ready for Christmas • Christians celebrate Jesus being born at Christmas • Hannukkah is the Jewish festival of lights • A miracle occurred when the Menorah burned for 8 days Skills I know there are special times and people.	• L1- To identify similarities between people in my class • L2- To identify differences between people in my class • L3- I can tell you what bullying is I will understand that bullying is unkind behaviour on purpose, more than once, to be unkind. • L4 – To know there are some people who I could talk to if I was feeling unhappy or being bullied I will be able to name at least two people who can help me if I am feeling unhappy or bullied. • L5- To know how to make new friends • L6- To can tell you some ways I am different from my friends Say 1 physical and 1 personal difference between me and a friend (verbal or drawn)
Art	
Practical - (line) Drawing tools can be used in a variety of ways to create different lines. *(vertical, horizontal, diagonal, curved, circle, spiral, wavy, scalloped, dotted, dashed, loop-to-loop, zig-zag, cross-hatch)* **Theoretical –** Sometimes artists concentrate on how they are making something rather than what they are making. **Disciplinary –** How do people make art to explore the same idea in different ways? 1. To be able to describe the work of Molly Haslund and Kandinsky using line vocabulary 2. To know that how hard I push some materials on the page affects the lines I draw. 3. To know some materials can be smudged and blended 4. To know some materials don't change with pressure 5. To know you can draw from observation or imagination. 6. To be able to experiment with a variety of media *(paper, pencils, oil pastels, felt tips, charcoal, pen, chalk)* line and shape to make an abstract drawing. 7. To know what I like about my and other children's work.	