

# The Time Machine

## Year 1 – Term 1

### Science

- Recognise the difference between the name of an object and the material from which it is made.
- Identify a range of everyday materials including wood, plastic, glass, metal, water and rock.
- Describe the physical properties of everyday materials including hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/ not waterproof, absorbent/ not absorbent, opaque/ transparent.
- Understand how to group everyday materials according to their physical properties.
- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify objects.

### Religious Education

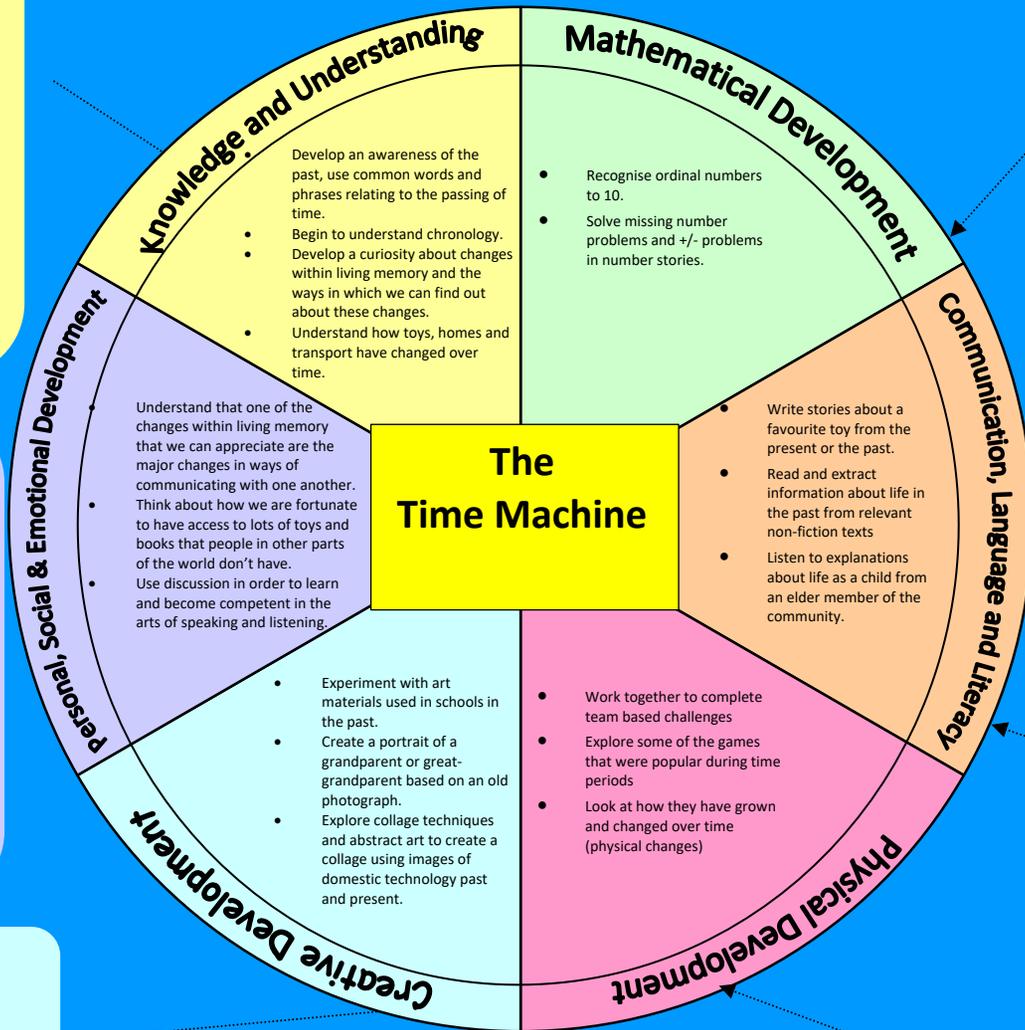
- Know that Hindus greet each other by saying 'Namaste and that this means 'my soul respects your soul and the spark of God inside you';
- Know that Hindus respect all life – humanity and all living things;
- Consider the range of people who help to bring them up and know that sometimes the carer who brings someone up is not their birth parent;
- Know that Hindus believe that God visited earth as Krishna and that Krishna tells human beings about the soul, God and nature.
- Understand Hindu attitudes to cows through the story of Krishna.
- Know how Hindus worship Krishna as God in their temples on his birthday;
- Know that making offerings and sharing are a sign of love.
- Know about Hindu family life;
- Know that Hindus worship at home as well as in the Temple;

### Music

- To sing in tune.
- Perform and accompany simple rhythmic patterns.
- Read and perform simple rhythms
- Increase understanding of pitch.

### Computing

- Logging on and logging off
- Keeping personal information safe (e-safety)



### Maths

- Compare numbers to at least 20.
- Read and write numbers to 20 in numerals and read numbers in words.
- Make reliable estimates of numbers up to 20.
- Partition 'teen' numbers into 10 and 1s.
- Count on and back in 1s to and from 100 and from any single-digit or 2-digit number.
- Count on and back in 10s from 0 to 100.
- Count on & back in 1s to and from 100 and from any single-digit or 2-digit number; given a number up to 100, identify 1 more & 1 less.
- Count on and back in 10s from any 1-digit or 2-digit number, e.g. 23, 33, 43, 53... Continue to just over 100.
- Locate any number on a 1-100 grid or a beaded line 0-100.
- Recognise the + and – and = signs, and use these to read and write simple additions and subtractions.
- Add small numbers by counting on.
- Know number bonds to 10. Also know what is left if objects are taken from 10.
- Begin to know pairs which make 5, 6, 7, 8, 9 and 20.

### Literacy

- Talk articulately about something using clear voice and appropriate vocabulary
- Link their own experiences to the experiences of a character in a story
- Write and spell words using knowledge of phoneme to grapheme representations
- Begin to use knowledge of spelling patterns and rules in own writing
- Check the book makes sense to them as they read and correcting themselves as they go
- Make inferences from what is happening and predict what may happen next.
- Write what someone says in a speech bubble.
- Write in complete sentences with correct punctuation.
- Use a capital 'I' for the personal pronoun.
- Know letter names as well as their sounds.
- Form lower case letters correctly
- Form uppercase letters correctly.
- Read and spell words using the /oi/ phoneme with several graphemes to represent it.
- Plan a story based on one read.
- Discuss with others what their story will be about.
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check it makes sense
- Identify the personality of the imaginary friend.

### Physical Education

- Ball skills – Throwing, catching and kicking
- Perform basic techniques of catching and throwing to a good level when moving and standing still.
- Understand the need for warm up and cool down.
- Work increasing cooperatively with others.
- Recognise that different tasks make our bodies work in different ways.