

Investigating our local area

Year 1 – Term 3

Science

- Be able to name and locate parts of the human body, including those relating to the senses.
- Be able to identify and name different common animals including fish amphibians, reptiles, birds and mammals.
- Be able to describe and compare the observable features of animals from a range of groups.
- Recognise that animals can be grouped according to whether they are carnivores, herbivores and omnivores.
- Know the basic needs of animals for survival.
- Understand that people change as they get older but often retain recognisable features.
- Recognise some of the ways people change over time, using key scientific words to discuss these.
- Observe photographs closely, identify changes and use these to suggest answers to questions.

Religious Education

- Learn about ways in which they belong
- Learn about how belonging is expressed
- Explore the concept of belonging to their families
- Understand that religious people have ways of showing how they belong together
- Identify baptism as an important Christian practice
- Identify some of the symbols used in baptism
- Describe some of the practices associated with baptism
- Identify their family traditions regarding babies
- Know elements of the story of Jesus' baptism
- Suggest reasons why the story is important to Christians
- Recognise features of a believers' baptism and link them to the baptism of babies
- Give simple explanations about why water is used in baptism

Music

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

Computing

- Using Purple Mash (coding)
- Using Busy Things (LGFL)
- Introduction to Google Earth
- Keeping personal information safe (e-safety)



Maths

- Count on and back in ones to and from 100 and from any single-digit or 2-digit number.
- Given a number up to 100, identify one more and one less.
- Locate any number on a 1–100 grid or a 0–100 beaded line.
- Read and write numbers to 100 in numerals and read numbers in words to 20.
- Recognise the + and – = signs and use these to read and write simple additions and subtractions.
- Add small numbers by counting on; subtract small numbers by counting back.
- Know number bonds to 10, e.g. 5 + 5, 6 + 4, etc. Also know what is left if objects are taken from 10, e.g. 10 fingers, fold down 4, leaves 6 standing
- Begin to know pairs which make 5, 6, 7, 8, 9 (and 20).
- Add numbers by counting on and subtract small numbers by counting back.

Literacy

- Use Naughty Bus to innovate and invent an additional chapter for his adventures
- Be encouraged to link what they read or hear read to their own experiences
- Understand both the books they can already read accurately and fluently and those they listen to by: Checking that the text makes sense to them as they read and correcting inaccurate meaning.
- Participate in discussions about what is read to them, taking turns and listening to what others say
- Write sentences by: Saying out loud what they are going to write about, composing a sentence orally before writing it and sequencing sentences to form short narratives. seen in a picture
- Sequence the events in a familiar story
- Write and spell words using knowledge of phoneme to grapheme representations
- Use increasing phonic knowledge to read unfamiliar words
- Act out parts of a familiar story and invent new parts.
- Use phonic knowledge to write labels.
- Read descriptive phrases with confidence.
- Write short descriptive phrases.
- Role play and act out a short dialogue.
- Write alternative endings to a story using imagination.
- Discuss reasons for their predictions.
- Write names using a capital letter.
- Compose a sentence orally before writing it
- Write a descriptive sentence.
- Punctuate a sentence correctly.
- Re-read writing to check it makes sense
- Write questions and answers.
- Read own writing aloud.
- Write names with apostrophes.

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.