


Year 1	Autumn Term	Visit: Yorkshire Wildlife Park
 EASTFIELD PRIMARY SCHOOL		
Key Outcomes	Key Outcomes	Key Outcomes
<p style="text-align: center;"><u>Reading</u></p> <p style="text-align: center;">Children will focus their Reading this term on:</p> <p><u>Reading fluently</u></p> <p>Alongside the phonics learning, children will read the same practice book three times a week. The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice– and the third time we look at comprehension. Children read the books three times at school to develop fluency. The more they see words the more they begin to read them automatically without having to sound them out.</p> <p>Owl Babies – Martin Waddell</p> <p>Children will retell parts of the story, say repeating phrase and match simple words with their meanings. They will discuss and relate to a time they were excited to see a family member return to pick them up from somewhere. They will relate to how the owl babies felt when their mum returned. They will discuss how Bill shows bravery, courage and positivity to overcome his fears of the dark without his mummy. Children to relate this to their own experiences of overcoming their own fears.</p> <p>The Gruffalo’s Child - Julia Donaldson</p> <p>Children will begin to develop their inference skills by giving reasons as to why they know it is winter and night time. They will use role play and signifiers to retell parts of the story. They will discuss how the Gruffalo’s Child went out into the dark wood at night and reflect on her curiosity, risk taking and being responsible.</p> <p>All Afloat on Noah’s Boat – Tony Mitton</p> <p>Children will relate to a time they were stuck inside and had to think of things to do whilst it rained. They will discuss how Noah used his character virtues to show humour, zest and positivity to overcome the problems faced upon his boat. Children will relate this to their own experiences of overcoming boredom and unhappy feelings.</p>	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Children will develop their writing through the following genres:</p> <p>Labels, lists and captions</p> <p>Children will learn to develop their skills for non-fiction writing by being exposed to the different writing styles. They will explore examples of non-fiction texts related to animals and will identify simple features of a non-fiction text which include, lists, labels and captions. Children will write labels on a post-it note, create a list of 6 items and compile a short caption for a photograph.</p> <p>Narrative - Retell a well-known story</p> <p>Children will retell the story ‘Owl Babies’. They will use signifiers and simple story language to orally retell the story and then write a beginning, middle and ending focusing on the use of capital letters, finger spaces and full stops.</p> <p>Recounts</p> <p>Children will produce a recount of their trip to the Yorkshire Wildlife Park, sequencing the sentences in chronological order, focusing on the use of capital letters, finger spaces and full stops.</p> <p>Poetry</p> <p>Children will begin to develop their poetry writing skills by enjoying listening to and reciting poems and animal nursery rhymes. They will use models and examples to write a simple poem that follow the animal theme and will include appropriate adjectives and simple rhymes.</p> <p>Narrative – Descriptive writing</p> <p>Children will create a setting description using adjectives based on the book Gruffalo’s Child.</p> <p>Non-chronological reports</p> <p>Children will create a fact file based on an animal. The fact file will include a heading, a question and include key information written in sentences in the main body of the report.</p>	<p style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;">Children will develop their skills in:</p> <p>Place Value</p> <p>Children will count, read and write numbers to 10 (then 20) in numerals and read and write numbers from 1 to 10 (then 20) in numerals and words. Give a number and identify 1 more and 1 less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Addition</p> <p>Children will read, write and interpret mathematical statements involving addition (+) and equals (=) signs. Represent and use number bonds and related facts within 10. Add one-digit and two-digit numbers to 10, including 0. Solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $9 = ? + 7$.</p> <p>Subtraction</p> <p>Children will read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs. Subtract one-digit and two-digit numbers to 10, including 0. Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p> <p>Geometry</p> <p>Children will recognise and name common 2-D and 3-D shapes, including: -2-D shapes [for example, rectangles (including squares), circles and triangles] -3-D shapes [for example, cuboids (including cubes), pyramids and spheres] .</p>

<p style="text-align: center;"><u>RE</u></p> <p>Belonging This unit builds on and extends children’s learning about the uniqueness of the individual, focusing on what it means to belong and enquire how a faith member has a sense of belonging to their faith. Children will explore different kinds of family through story, persona dolls, puppets and explore what it means to belong to a faith family, becoming a member and keeping the rules. They will listen to stories from sacred texts and think about what believers can learn from them.</p> <p>Christmas Children will be able to recognise and recall the Nativity and know why it’s important to Christians. They will also talk about how Christians celebrate the festival of Christmas. By discussing how Christian and non-Christian families prepare for Christmas both at home and at church. They will use their senses to explore Christmas and find out about traditional festival celebrations. Children will also retell the story of the Nativity through various mediums.</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Online Safety In this unit children will be introduced to the Purple Mash site and learn how to use it safely. They will learn how to log in safely. They will start to understand the idea of ‘ownership’ of their creative work and how to find saved work in the online work. They will learn how to search to find resources and become familiar with the types of resources available in the Topics section. They will explore the tools section and learn about the common icons used in the programme for Save, Print, Open and New. They will understand the importance of logging out when they have finished.</p> <p>Pictograms This unit is an introduction to pictograms and looking at how they can be used to represent data. Children will use the 2 Count tool. They will understand that data can be represented in picture format, will be able to contribute to a class pictogram and use a pictogram to record the results of an experiment</p> <p>Technology Outside School This unit encourages the children to consider how technology is used outside of the school environment. To help do this, the children go on a walk around their local community and find and record examples of where technology is used outside school.</p>	<p style="text-align: center;"><u>PE</u></p> <p>Multi-skills: Sending and Receiving Children will show different ways of using a ball throughout the sequence of lessons. They will develop their dribbling, sending and receiving skills.</p> <p>Fundamental Movements Children will explore balance, stability and landing safely. They will know how the body moves differently when running at different speeds.</p> <p>Dance Children will explore dance through travelling actions. They will practise copying, remembering and repeating actions to music that represent the theme.</p> <p>Gymnastics</p>
<p style="text-align: center;"><u>Art</u></p> <p>Painting Children will explore a variety of animal images in the style of Axel Scheffler and discuss the images, shapes, sizes and colours. They will explore and use primary and secondary colours. They will draw and then paint an animal of their choice using a variety of brush widths and colours to then paint their animal drawing to add detail.</p>	<p style="text-align: center;"><u>Enterprise Activity</u></p> <p>Moneywise (Financial Literacy) Pupils will develop the confidence skills and knowledge they need to manage their money now and in the future. In Year 1 pupils will begin developing their financial literacy skills through a range of financial education lessons. Pupils will learn how to keep track of their money. Pupils will make choices about their spending and saving and learn how to recognise the difference between needs and wants.</p>	<p style="text-align: center;"><u>PSHE</u></p> <p>Jigsaw: Being me in my world Children will help others feel welcome, try to make our school community a better place, think about everyone’s right to learn, care about other people’s feelings, work well with others and choose to follow the learning charter.</p> <p>Jigsaw: Celebrating differences Children will explore the terms the same as, different from. They will look at what is bullying, how to make new friends and celebrating differences amongst their class.</p>

<p style="text-align: center;"><u>Science</u></p> <p>Animals Including Humans Children will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. They will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will identify and name a variety of common animals that are carnivores, herbivores and omnivores and they will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Seasonal Changes Children will observe changes across the four seasons with a focus on Autumn. They will observe and describe the weather associated with autumn and look at how day length varies. Children will learn about typical weather patterns in autumn and the activities we might choose to do in this season.</p>	<p style="text-align: center;"><u>Geography</u></p> <p>Our Local Area As Geographers, the children will build on their knowledge of the local area and the school environment. They will recap on the natural and man-made features we can see around the school. They will reinforce knowledge of human and physical features by naming some features they see on their way to school and talk about the 'route' they take to get to school. They will look at simple maps and aerial views. The children will look at a map of the local area and plan a 'route' to the park. They will use this when walking to the park and they will identify human and physical features they can see at the park and talk about which are similar and different to the features in the school grounds. The children will make a list of features and create symbols to add to a map as a key. They will draw their own aerial view of the park and use symbols to identify where features are.</p>	<p style="text-align: center;"><u>Music</u></p> <p>Animals: Classical music, dynamics and tempo As musicians, children will use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They will learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p> <p>Christmas performance: Singing and performing All children from year 1 will be involved in learning and performing a 30-minute presentation which includes singing, optional instrumental parts, acting, movement and dance. Children will perform their Christmas play to parents.</p>
<p style="text-align: center;"><u>Smart Value/ Character Education</u></p> <p>The foci this term are Social and Motivated.</p> <p>Social Children will practise more independence and build confidence as they make the transition from EYFS. They will become familiar with the different daily routines, have their own desk to sit at, use their initiative to keep it tidy, and begin to work more independently within whole class activities and learning. They will take on monitor roles in the classroom to develop their leadership skills. They will partake in the KS1 phase assemblies and build awareness of the KS1 community. Children will have opportunities to be independent when they visit the Yorkshire Wildlife Park and they will also experience opportunities to be part of a community at the Harvest Festival and practice their social skills at the Halloween Disco.</p> <p>Motivated Children will continue to develop curiosity as they experience more new learning routines settling into Year 1. They will improve their perseverance skills as they continue to develop as independent learners by overcoming challenges they may face. Children will begin to work collaboratively on the Enterprise initiative, making and selling a product. They will develop a sense of responsibility and pride in striving for a successful outcome. Children will motivate one another and themselves during the Year 1 Christmas performance and experience pride in their achievements.</p>		