

## Music

**Topic:** Exploring long and short sounds

**Key Skills:** Develop the singing voice through listening skills, aural memory and physical skills; listen out for different types of sounds in classical music;

Explore a variety of instruments; Understand that one instrument can make many sounds.

## IVRIT

**Topic:** Question words and adjectives

**Key Skills:**

Understand familiar spoken words and phrases.

Says single words and short simple phrases in response to what they see and hear.

Use masculine and feminine genders appropriately.

Use new vocabulary through role play.

Answers simple questions and gives basic information.

Imitates correct pronunciation with some success.

## Art

## Maths

**Topics:** Place value, addition & subtraction,

**Key Skills:**

- count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 10 in numerals; count in multiples of twos, fives.
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations
- read and write numbers from 1 to 10 in numerals and words.
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

**National Curriculum**

- Count to 10 forwards and backwards from any given number
- given a number identify 1 more one less
- identify and represent numbers using objects pictorial representations including the number line
- use the language of equal to, more than, less than, most and least.

Autumn Term 2

Year 1

2021/2022

## Humanities (History/Geography)

**Topic:** How has life changed- Skills and knowledge for questioning

**Key Skills:** Chronological understanding – sequencing events.

**Historical enquiry** - Find answers to simple questions about the past from sources of information.

**Historical interpretations** – identify and recount details from the past.

**Knowledge and understanding** of past events, people and changes in the past – Tell the difference between past and present in own and other people's lives.

**Organisation and communication** - Communicate their knowledge of the past through discussion, drawing pictures, role play, making models, writing and ICT.

**National Curriculum:-**

Awareness of the past.

-They should understand some of the ways in which we find out about the past and identify different ways in which it is represented

## Science

**Topic:** The Body

**Key Skills:** - asking simple questions and recognising that they can be answered in different ways -gathering and recording data to help in answering questions - identifying and classifying

**National Curriculum**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

## PE

**Topic:** Invasion games, basic bouncing, throwing and catching.

**Key Skills:** Master basic movements including throwing and catching.

**Ideas:** Throwing and catching in groups.

Throwing and catching sequences to perform to each other.

## PSHE and FBV

**Topic:** Heads Up for Kids/ 3D PSHE