

Lowe's Wong Infant School

Half Termly Overview



Year 1 Autumn 2

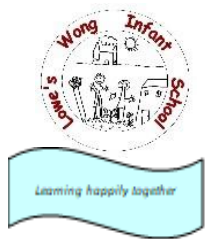
Enquiry Theme	Have toys changed over time?
British Values & School Rules	Tolerance of different faiths and beliefs
Real life application	To make a toy car.
Visits and Visitors	Visit from Mansfield Museum.
English (core texts and genres)	<ul style="list-style-type: none"> • <u>I Want My Hat Back by Jon Klassen</u> Questions, speech bubbles, letters and lists. <u>Main Outcome:</u> Know how to write a story sequel • <u>Send For a Superhero by Michael Rosen & Katherine McEwan</u> Wanted posters, letters, speech bubbles, diaries, emails, character descriptions. <u>Main Outcome:</u> Know how to write own version superhero narrative
Maths	<p style="text-align: center;">Addition and Subtraction (within 10) continued from Aut 1</p> <ul style="list-style-type: none"> • Know that a number is made up of parts and a whole. • Know that a whole group can be composed of 2 or more parts – part, part, whole model. • Know how to recognise and use +, -, = signs. • Know how to add 2 1-digit numbers within 10. • Know that the order of an addition sentence can vary. • Know that addition is commutative. • Know how to recall number bonds within 10. • Know how to work systematically to recognise and record number bonds within 10. • Know how to make addition stories using correct vocabulary. • Know how to solve addition problems. • Know how to use number bonds to find a missing part. • Know how to find 8 facts (addition and subtraction) to create a fact family for numbers to 10. • Know that subtraction can be done by crossing out or taking away. • Know how to subtract by counting back, using a number line for support. • Know how to subtract within 10 using known number bond. • Know how to recognise finding the difference as a form of subtraction. • Know how to decide whether to add or subtract in simple word problems. <p style="text-align: center;">Shape</p> <ul style="list-style-type: none"> • Know how to recognise 3D shapes – spheres, cubes, cuboids, cylinders & pyramids. • Know how to name 2D shapes – square, rectangle, circle & triangle. • Know how to group shapes using different criteria. • Know how to make patterns using common 2D & 3D shapes.

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Science	<p style="text-align: center;">Materials</p> <ul style="list-style-type: none"> • Know how to name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Know how to distinguish between an object and the material from which it is made. • Know how to compare and group together a variety of everyday materials on the basis of their simple physical properties. <p><u>Working scientifically</u> – Know how to observe closely, using simple equipment. Know how to identify and classify. Know how to perform simple tests. Know how to gather and record data to help in answering questions. Know how to use their observations and ideas to suggest answers to questions.</p> <p style="text-align: center;">Seasonal Changes – Winter</p> <ul style="list-style-type: none"> • Know how to observe changes across the four seasons. • Know how to observe and describe weather associated with the seasons and how day length varies. <p><u>Working scientifically</u> – Know how to ask simple questions and recognise that they can be answered in different ways. Know how to gather and record data to help in answering questions.</p>
RE	<p style="text-align: center;">Celebrations and Festivals Unit 1.1</p> <ul style="list-style-type: none"> • Know how to recall the name of some religious festivals, objects, and symbols. • Know how to retell a story that lies behind a festival. • Know how to suggest a meaning for an object used in the worship of a festival. • Know how to ask questions about the meaning of a festival and listen to answers. • Know how to respond to some of the experiences and emotions of festivals. • Know how to express an idea of my own about why festivals and celebrations matter. • Know how to give an example of a big day in my own life and talk about why what made it special.
History	<ul style="list-style-type: none"> • Know that objects in their life can be sequenced on a simple timeline. • Know that a specific time has key characteristics and to understand what it would have been like to live then. • Know that there are differences between the past and the present in their own and others lives. • Know that artefacts/sources can be matched to people of different ages. • Know that they can show knowledge and understanding in different ways: drawing writing, talking and role play. • Know that there are some significant local and national events and individuals beyond living memory (Guy Fawkes)
Geography	<p><i>Geography is not a driver or enhancer subject this half term.</i></p>
Music	<p style="text-align: center;">Rhythm In The Way We Walk and The Banana Rap</p> <p style="text-align: center;">Main style of song: Reggae</p> <p style="text-align: center;">Unit theme: Pulse, rhythm and pitch, rapping, dancing and singing.</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Know how to sing five songs off by heart. • Know how to discuss what songs are about. <p><u>Games</u></p> <ul style="list-style-type: none"> • Know that we can create rhythms from words, our names, favourite food, colours and animals. • Know how to use pulse, rhythm and pitch when playing musical games. (Year 1 Games Skills) <p><u>Singing</u></p> <ul style="list-style-type: none"> • Know how to confidently sing five songs from memory.

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	<ul style="list-style-type: none"> • Know that voices can be used for singing notes of different pitches (high and low). • Know that they can make different types of sounds with their voices – you can rap or say words in rhythm. <p><u>Playing</u></p> <ul style="list-style-type: none"> • Know how to name the notes in their instrumental part from memory or when written down. • Know how to play a tuned instrumental part with the song they perform. • Know how to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). <p><u>Improvisation</u></p> <ul style="list-style-type: none"> • Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Know that everyone can improvise and you can use one or two notes. • Know how to improvise. (Using the three challenges.) <p><u>Composition</u></p> <ul style="list-style-type: none"> • Know that composing is like writing a story with music. • Know how the notes of the composition can be written down and changed if necessary. <p><u>Performance</u></p> <ul style="list-style-type: none"> • Know that a performance is sharing music with other people, called an audience. • Know how they can add their ideas to the performance.
Art	Art is not a driver or enhancer subject this half term.
D&T	<p>Wheels and Axles</p> <ul style="list-style-type: none"> • Know that there are ways to make a product stronger. • Know that wheels and axles can be used to create movement. • Know how to build a structure or mechanism using simple working characteristics, materials or components. • Know that there are similar existing products relating to what is being made. • Know that products serve a purpose. • Know what they are making, who they are making it for and why they are making it, through drawings and talking. • Know that tools / equipment can be used to cut, shape, join and finish. • Know that a final product is linked to what has been asked. • Know how to explore and evaluate a range of existing products. • Know how their products could be improved.
PE	<p>Dance</p> <ul style="list-style-type: none"> • Know that by using a range of body actions and body parts a performance of movement can be created. • Know that the body can be explored, and movement ideas can be responded to imaginatively in a range of stimuli. • Know that movements can be composed and linked to have simple beginnings, middles and ends. <p style="text-align: center;">Tag Rugby & Hockey</p> <ul style="list-style-type: none"> • Know that there are different ways to work with a partner in throwing and catching games. • Know that there are techniques to striking a ball with control. • Know that simple games have rules and skills.
Computing	<p>Grouping and Sorting Unit 1.2</p> <ul style="list-style-type: none"> • Know how to think logically about the steps of a process. • Know how to sort items using a range of criteria.

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Learning happily together

	<ul style="list-style-type: none">• Know how to sort items on the computer using the 'Grouping' activities in Purple Mash.• Know that logical thinking and the use of technology can be brought together.• Know that the term 'algorithm' can be used to describe logically following a process.
PSHE	<p style="text-align: center;">Valuing Differences</p> <p>Know how to identify the differences and similarities between people.</p> <p>Know how to empathise with those who are different from them.</p> <p>Know how to appreciate the positive aspects of these differences.</p> <p>Know that there is a difference between unkindness, teasing and bullying.</p> <p>Know that bullying is usually quite rare.</p> <p>Know how to explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Know how to explain what is fair and unfair, kind and unkind.</p> <p>Know that they can suggest ways to show kindness to others.</p> <p>Know how to identify some of the people who are special to them.</p> <p>Know how to name some of the qualities that make a person special to them.</p> <p>Know that they belong to various groups and communities such as their family.</p> <p>Know how these people help us and we can also help them to help us.</p>