|  |  |
| --- | --- |
| **Maths** | **Literacy** |
| • Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number. • Read and write numbers initially from 1 to 20 in numerals and in words. • Recognise the place value of each digit in a two-digit number (tens, ones). • Solve one-step problems with addition and subtraction using concrete objects and pictorial representations including those involving numbers, quantities and measures.  • Add and subtract one-digit and two-digit numbers to 20, including zero.  • Represent and use number bonds 10. • Recognise and name common 2D and 3D shapes. • Describe position, direction and movement, including whole, half, quarter and three-quarter turns. | • Say first and then write to tell others about ideas and write for a variety of purposes. • Use simple adjectives to add detail.  • Re-read writing to check it makes sense. • Write about more than one idea. • Write so that other people can understand the meaning of sentences. • Form lower-case letters of a consistent size. • Spell words containing 40+ learned phonemes and learn some new ways to represent these phonemes. • Name letters of the alphabet in order.  • Use the word ‘and’ to join words and sentences.  • Use phonic knowledge to segment and blend sounds when reading and writing. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Re-read books to build up fluency and confidence in word reading. |
| **Science** | **Art and Design** |
| • Ask simple questions. • Observe closely, using simple equipment. • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. • Observe and name a variety of sources of sound, noticing that we hear with our ears. | • Respond to ideas and explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Paint using a variety of thick and thin brushes. • Use a combination of materials that are cut, torn and glued, and sort and arrange these materials. • Draw using a combination of shapes, lines and texture.  Show pattern and texture by adding dots and lines. • Use a wide range of tools to create different textures, lines, tones, colours and shapes. |
| **Geography** | **Design and Technology** |
| • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use world maps, atlases and globes to identify the United Kingdom and its countries • Name and locate the capital cities of the countries. • Create a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). | • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Shape textiles using templates. • Create their own fantastic beast with a moving part such a lever or winding mechanism. |
| **Computing** | **Music** |
| To be able to log on to the laptop.  To control motion by specifying the number of steps to travel, direction and turn.  To use the keyboard to type.  To create a picture using simple tools on 2 Paint. | • Participate in singing, following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Clap simple rhythms. |
| **Religious Education** | **Physical Development** |
| To know that God created the Universe.  To know that the earth and everything it are important to God.  To understand that God has a unique relationship with human beings as their Creator and Sustainer.  To understand that humans should care for the world because it belongs to God. | • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Climb safely on equipment. |
| **Personal, Social and Emotional Development** | **Spiritual, Moral and Cultural Development** |
| To be confident to try new activities.  To show I understand the expectations and behavioural expectations. | To show I enjoy learning about myself and others.  To respect the views and feelings of others. |





**Time to Shine**

**CLL**

To write a description of my Fantastic Beast using amazing adjectives and correctly formed sentences.

**Maths**

To demonstrate my ability to solve simple addition and subtraction problems.

**Science**

To communicate and demonstrate my knowledge of healthy eating through my explanation of the food wheel.

**AD and DT**

To design and create my own ‘Fantastic Beast’ using a variety of mediums and materials.

**Year 1**

**Fantastic Beasts**