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| **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**