

Year 1 – Robots – Autumn 2

Phonics

Review Set 2 Sounds

- Pupils are introduced to phonics through daily Read Write Inc. sessions
- Focus sounds – ar, or, air, ir, ou, oy
- Practise reading words and sentences containing these sounds
- Develop accuracy and fluency when decoding these graphemes
- Apply these sounds within storybooks that contain a higher proportion of Set 2 vocabulary
- Use Fred Talk and blending strategies to decode unfamiliar words

Building speed reading words containing Set 2 sounds

- Read green words and nonsense words features Set 2 sounds
- Practise speedy reading and paired reading activities
- Expand their sight vocabulary by recognising common graphemes more rapidly
- Blend with increasing independence and confidence

Set 3 Sounds

- Focus sounds – ea, oi, a-e, i-e, o-e, u-e, e-e
- Build confidence when pronouncing each new sound
- Identify the sound in the middle or end of words
- Read words that contain alternative spellings for the sounds already known
- Notice the difference between Set 2 and Set 3 graphemes (e.g. ee vs ea)
- Continue to blend and segment using Fred Talk

By the end of Autumn 2, pupils should be able to:

- Fluently read Pink level books, demonstrating secure knowledge of Set 2 sounds and increasing confidence with decoding and comprehension
- Recognise and read Set 2 sounds instantly, without hesitation
- Blend Set 2 graphemes with alien/nonsense words

Maths

Number: Place Value within 10

- Count forwards and backwards from 0 to 10
- Read and write numbers from 0 to 10 in numerals and words
- Recognise and represent numbers using objects, pictures, and number lines
- Identify one more and one less than a given number
- Compare and order numbers within 10 using mathematical language (greater than, less than, equal to)
- Understand the composition of numbers to 10 using part-whole models
- Develop fluency through counting, matching, and grouping activities

Number: Addition and Subtraction within 10

- Understand addition as combining and adding more
- Understand subtraction as taking away, finding the difference, and comparing
- Use concrete objects, pictorial representations, and number lines to solve calculations
- Write and understand number sentences using +, -, and = symbols
- Recall related addition and subtraction facts within 10
- Solve one-step addition and subtraction problems in different contexts
- Explain methods and reasoning using mathematical language

Geometry: Shape

- Recognise and name common 2D shapes (circle, triangle, square, rectangle)
- Recognise and name common 3D shapes (cube, cuboid, sphere, cylinder, cone)
- Describe shapes using mathematical vocabulary related to sides, vertices, faces and edges
- Sort and compare shapes based on their properties
- Identify shapes in everyday objects and the environment
- Use shapes to create patterns and pictures

Literacy

Focus texts

- The Storm Whale
- The Owl and the Pussycat
- Aesop's Fables – The Boy who Cried Wolf

Stories with Familiar Settings

- Read a range of stories set in everyday places such as home, school, parks and local environments
- Discuss characters, settings and events, linking them to children's own experiences
- Sequence events using language such as first, next, then and finally
- Write simple sentences about familiar settings, using capital letters, finger spaces and full stops
- Use phonics knowledge to segment and spell words independently
- Explore descriptive vocabulary to describe places and people in familiar story contexts

Poetry: Playing with language

- Listen to, read and perform a variety of poems that use playful, imaginative and rhythmic language
- Explore features of poetry such as rhyme, alliteration, repetition and sound words
- Join in with class performances to build confidence in expression and intonation
- Experiment orally with language play, including making up rhyming strings and silly sentences
- Discuss how poets use words creatively to entertain, surprise or create humour
- Innovate on simple poems by changing key words or adding new lines as a group or individually

Science

Everyday materials – naming of materials and their properties

- Confidently name a range of everyday materials, including wood, plastic, metal, glass, water, rock, fabric, paper and cardboard
- Identify what objects are made from, explaining that an object and its material are not the same (e.g. "The cup is the object, and it is made from plastic")
- Use descriptive language to talk about materials, describing properties such as to talk about materials, describing properties such as hard, soft, rough, smooth, bendy, stiff, shiny, dull, waterproof, transparent or opaque
- Sort and group objects based on the material they are made from, explaining similarities and differences
- Choose appropriate vocabulary independently when talking about what materials feel like, look like and how they behave
- Begin to explain why certain materials are suitable for particular purposes (e.g. "Metal is strong, so it's good for tools")
- Use the story Beegu to make links between materials and the world around them, identifying materials in objects Beegu encounters and discussing how they might help or hinder her
- Show growing confidence in observing, comparing and communicating their ideas about materials through discussion, drawings and simple recordings

- Write short, playful lines of poetry, focusing on sound, pattern and enjoyable word choices - Use phonics knowledge to attempt adventurous language and inventive vocabulary			
<u>Design Technology</u> <u>Build a structure for a character from a narrative text</u> - Design a simple structure inspired by a character from a story (e.g. a shelter, home, bridge or lookout) - Generate ideas through drawing and model-making, showing what their structure will look like and what it needs to do - Select and use simple materials (card, paper, tubes, boxes, tape, glue) based on their properties, explaining choices in child-friendly terms such as <i>strong, bendable, stiff, safe or easy to cut</i>	<u>Computing</u> <u>Grouping and Sorting</u> - Sort items into simple groups based on clear characteristics such as colour, size or type - Recognise that objects can be organised in different ways depending on the criteria chosen - Use on-screen tools within Purple Mash to group, sort and categorise items, showing growing confidence in navigating simple digital activities - Understand that computers can help us organise information quickly and accurately	<u>Physical Education</u> <u>Handling and controlling equipment</u> - Develop control when handling a range of small equipment, including balls, beanbags, quoits, and hoops - Practise rolling, throwing and catching using two hands and then one hand, improving accuracy and coordination - Learn to track a moving ball and position their bodies to receive it safely - Explore how to send equipment in different ways (e.g. rolling, underarm throw) and choose the most effective technique for a task	<u>Religious Education</u> <u>Christianity (Jesus) – Why is Jesus special to Christians?</u> - Know that Christians believe Jesus is the Son of God and an important figure in the Christian faith - Understand that Jesus is special because of the stories Christians tell about him, including his kindness, his teachings, and the way he helped others - Hear and talk about key stories from Jesus’ life, such as: - Jesus calming the storm - Jesus and the children - Jesus the healer - The nativity story (Jesus’ birth)

▪ Develop basic construction skills, including cutting, folding, joining and strengthening materials ▪ Use simple techniques to make structures more stable, such as adding tabs, flaps, wider bases, or supports ▪ Build a structure that stays upright and serves a purpose for the chosen character (e.g. “It keeps them dry,” “It helps them hide,” “It holds their weight”). ▪ Test their structure, noticing strengths and weaknesses and making simple improvements ▪ Talk about how well their structure works, using every day and simple technical vocabulary (e.g. stronger, taller, joins, materials, table) ▪ Evaluate their finished model, saying what they like, what was tricky, and what they might change next time	▪ Show that the same set of items can be sorted in multiple ways, explaining their choices using simple vocabulary ▪ Begin to recognise patterns and similarities between items when grouping them <u>Maze Explorers</u> ▪ Use directional language such as up, down, left, right and turn to control an on-screen character or object ▪ Navigate simple mazes using digital controls, demonstrating early understanding of algorithms as a sequence of instructions ▪ Create short sets of instructions to move a character from one point to another, testing and improving their ideas ▪ Recognise when instructions do not achieve the intended outcome and debug by correcting mistakes ▪ Develop confidence in predicting what will happen when instructions are followed ▪ Begin to understand that computers follow instructions	▪ Begin to understand simple tactics, such as aiming for space or working with a partner to keep possession ▪ Develop spatial awareness when sending and receiving, ensuring they are safe and aware of others around them ▪ Work cooperatively with a partner or small group, taking turns and encouraging one another ▪ Learn to follow rules in simple ball games and understand why rules help keep games fair and safe ▪ Continue to improve their balance, agility, and coordination through targeted ball-skill activities and challenges ▪ Reflect on their performance, identifying what helps them throw more accurately or catch more successfully	▪ Begin to recognise that these stories show Christians how to behave – showing love, kindness, forgiveness and care for others ▪ Talk about how Jesus made people feel in the stories and why Christians believe he is a good example to follow ▪ Identify the special Christians use for Jesus, such as <i>teacher</i>, <i>helper</i>, <i>Saviour</i>, and begin to explore what these mean ▪ Understand that Christians celebrate Jesus at Christmas because they believe his birth was a special gift from God ▪ Make simple links between the stories from Jesus and their own experiences of kindness, friendship, helping others, or feeling cared for ▪ Use art, drama, simple writing and discussion to express ideas about why Jesus might be special to Christians
<u>PHSE/RSE</u> <u>Valuing difference</u> ▪ Recognise that everyone is unique, and begin to talk about what		<u>Music</u> <u>Colonel Hathi’s March</u> ▪ Listen and respond to the music, identifying the strong, steady beat and marching rhythm	▪ Respect that people have different beliefs, and some families may see Jesus differently or follow a different faith

makes themselves and others special ▪ Identify similarities and differences between themselves and their classmates (e.g. likes, dislikes, appearance, families) ▪ Show understanding that differences should be respected and celebrated, not used as a reason to treat someone unfairly ▪ Understand that people belong to different groups (family, class, community) and that these groups can include diverse people ▪ Begin to use simple language to express how to be kind, inclusive and friendly towards others who may be different from them ▪ Learn how to listen to others, take turns in conversations and show positive social behaviours ▪ Explore the idea of fair and unfair behaviour and recognise when someone is not being treated kindly ▪ Talk about how being excluded or included makes people feel and suggest ways to help others feel welcome ▪ Practise skills for cooperating and working together, such as sharing,	exactly, supporting logical and systematic thinking	▪ Move to the pulse by marching, stopping, and performing simple actions in time with the music ▪ Explore tempo by noticing when the music feels fast, slow, or steady ▪ Join in with call-and-response phrases, echoing simple rhythmic patterns and short vocal motifs ▪ Sing parts of the song with growing confidence, focusing on clear dictation and steady pulse ▪ Use classroom percussion instruments (e.g. claves, drums, tambourines) to keep a steady beat in time with the march ▪ Experiment with making marching-style rhythms, creating simple patterns to accompany the song ▪ Work together to perform a short group piece combining movement, voice and instruments ▪ Begin to understand that music can create characters and moods, discussing how the music feels <i>strong, steady or march-like</i> <u>Magical Musical Aquarium</u> ▪ Listen carefully to music inspired by underwater creatures and	
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taking turns and encouraging one another ▪ Understand that it is okay to have different opinions and practise expressing their own views respectfully ▪ Begin to recognise that sometimes people's differences relate to culture, abilities, families or interests, and that this diversity makes communities richer		soundscapes, describing what they can hear ▪ Explore how music can create an imaginative atmosphere, using words like <i>smooth</i>, <i>gentle</i>, <i>flowing</i>, <i>quiet</i> or <i>splashy</i> ▪ Use their voices to create sound effects, experimenting with pitch, dynamics, and vocal patterns to represent underwater movement ▪ Create simple graphic scores or symbols to represent sounds of the aquarium (e.g. bubbles, waves, fish movements) ▪ Play tuned and untuned percussion instruments to create watery soundscapes, choosing instruments for their tone and quality ▪ Experiment with changing dynamics (loud/soft) and pitch (high/low) to match different sea creatures ▪ Improvise short musical ideas to represent underwater scenes, using imagination and creativity ▪ Work in small groups to create and perform a short underwater composition using instruments, voice, and movement ▪ Talk about the music they make and hear, expressing preferences	
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		and describing how the sounds make them feel	
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