

Donnington Wood Infant School and Nursery

In addition to phonics, reading, writing and maths we have the following exciting learning planned for this term -



More detail about specific learning in each area is on the back of this sheet.

Please talk to your child's teacher if you would like more information.

Donnington Wood Infant School and Nursery

Year 1 Autumn Term 2023



Phonics and Reading	Maths
Phase 4 secured	<u>Place value within 20</u>
Read accurately by blending cvc, cvcc and cvc words (phase 4)	Count to & across 20, forwards & backwards, beginning with 0 or 1, or from any number
Know what a syllable is and clap syllables in a 2-syllable word	To read and write numbers from 1 to 20 in numerals and words
Read 10/45 Y1 common exception words	When given a number, identify one more and one less
Read aloud many words (phase 4) with increasing fluency	<u>Addition and subtraction within 10</u>
Give opinions about a story / non-fiction / poetry that has been read to them	Represent and use number bonds and related facts within 10
Literacy	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
<u>Simple sentences, story with predictable pattern, poetry, story with familiar setting, information text, instructions</u>	Add and subtract one digit numbers to 10
Correctly form curly caterpillar letters	<u>Measurement: Time</u>
Correctly form digits 0-9	Before and after, dates
Segment spoken words into phonemes and represent these using known graphemes (phase 2 & 3) spelling some words correctly and making phonetically plausible attempts at others	Time to the hour and half hour
Spell 10/45 Y1 common exception words	Writing and comparing the time
Write simple sentences that can be read by others	<u>2D/3D shape</u>
Compose a sentence orally before writing it	Recognise, name and sort 2D shapes
Use a capital letter for own name and pronoun 'I'	recognise, name and sort 3D shapes
Begin to use spacing between words	Science
Art	<u>Parts of the body/senses</u>
<u>Drawing/painting self portrait</u>	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Use a range of materials creatively to design and make products	<u>Local animals and plants</u>
Develop a wide range of art & design techniques in using colour, line & shape	Identify & name a variety of common wild & garden plants, including deciduous & evergreen trees
Use drawing & painting to develop and share their ideas, experiences & imagination	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
Learn about the work of a range of artists	Computing
<u>Clay</u>	<u>Online safety and logging on</u>
Begin to use appropriate language to describe tools, process, etc.	Use technology safely and respectfully, keeping personal information private.
Make a clay model using tools.	Recognise common uses of IT beyond school.
Know how to join two pieces of clay together	Use technology purposefully to manipulate and retrieve digital content.
Begin to create a piece of work in response to another artist's work.	<u>Directions</u>
DT	Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute following a sequence of instructions
<u>Hinges and pop ups</u>	RE
Join appropriately, with glue and/or tape, for different materials and situations	<u>Questions</u>
Create simple hinges and pop-ups using card and paper	Ways of expressing meaning: what big and puzzling questions do we like? What answers do religions give to some of these questions?
Design purposeful products based on simple design criteria	Questions of meaning, purpose and truth. What can we say about big puzzles and mysteries?
With support put ideas into practice.	<u>Christmas</u>
Cut, safely and accurately with scissors & explain how to keep safe.	Learn about Matthew's story of the Wise Men and the significance of the gifts they gave Jesus.
Describe how an existing product works.	Explore the Christian belief of Jesus as a gift and Saviour for the world
<u>Weaving</u>	Think about why they like giving and receiving gifts and what gifts they can give
Begin to use appropriate language to describe tools, process, etc.	PSHE (Jigsaw)
To weave materials	<u>Being me in my world</u>
Describe what I can see & like in the work of another artist	I understand the rights and responsibilities for being a member of my class
Ask sensible questions about a piece of art	I know my views are valued and can contribute to the Learning Charter
Begin to create a piece of work in response to another artist's work	I can recognize the choices I make and understand the consequences
PE	I understand my rights and responsibilities within our Learning Charter
<u>Games – throwing and catching</u>	<u>Celebrating difference</u>
Learn to control a ball when they are rolling and bouncing, throwing and catching, on their own, with a partner and in a group.	I can identify similarities between people in my class
Develop tracking and receiving skills and learn to move in different ways, changing direction, speed and locomotors quickly.	I can identify differences between people in my class
Play simple team games, following rules, competing and teamwork	I can tell you what bullying is
<u>Dance</u>	I know some people who I could talk to if I was feeling unhappy or being bullied
Make different shapes with their bodies as they travel, jump and spin	I know how to make new friends
Discuss own performance and say what is good about a partner's performance	I can tell you some ways I am different from my friends
Perform a simple action in unison with a partner and show awareness of others in a group	Music
Copy and repeat actions with some prompting; show some awareness of the beat when dancing	<u>Exploring sound</u>
<u>Circuit training</u>	Create, respond to, place and change vocal sounds
Think about the changes that occur in our bodies when we exercise, why we need to warm up and cool down and how we can best do those things.	Explore, create and place vocal and body percussion sounds
<u>Gymnastics</u>	<u>Beat</u>
Develop balance, agility and co-ordination when performing a range of contrasting movements and balances, and when linking movements to create a sequence	Learn to play percussion instruments with control eg changing dynamics
Recognise and perform contrasting movements and balances	Identify and keep a steady beat using instruments
Travel in different ways, changing speed and direction	Recognise and respond to changes in tempo in music
Control the body when jumping and rolling in different ways	<u>Pitch</u>
Create and perform a sequence with a clear beginning, middle and ending	Understand (recognise) pitch: make high and low vocal sounds
Geography	local
<u>Local area</u>	Sing a song with contrasting high and low melodies
Use aerial photos to identify features of a locality	Explore and develop an understanding of pitch using the voice and body movements
Locate some features of the school grounds on a base map	<u>Christmas Performance</u>
Locate places on a map of the local area using locational and directional language	History
Draw a simple map with labels for particular features	<u>Grandparents</u>
Know about the local area, identify which features are human or physical, describe these features and name key landmarks	Develop awareness of the past, using common words & phrases relating to the passing of time.
Make first-hand observations about, and describe, the local area and the nearest local green space.	Identify similarities and differences between ways of life in different periods.
	Study changes within living memory.

Grandparent visit