

## English

### Lost and Found

#### Stories by the same author

- Making predictions based on what has been read so far.
- Identify and discuss the main events and characters in stories.
- Use patterns and repetition to support oral retelling.
- Relate texts to own experiences.
- Retell familiar stories in a range of contexts.
- Make basic inferences about what is being said and done.
- Orally compose sentences before writing.
- Re-read sentences to check it makes sense.
- Punctuate simple sentences with capital letters and full stops.
- Use familiar plots for structuring the opening, middle and end of their stories.

#### Non-chronological reports

- Recall specific information in texts.
- Introduce and discuss key vocabulary.
- Activate prior knowledge.
- Demonstrate understanding of texts by answering questions related to who, what, where, when and why.
- Write simple punctuated sentences that can be read by themselves and others.
- Use simple connectives to link ideas e.g. *and*.
- Identify and use question marks.
- Write information texts with simple text type features.

#### Poems on a theme

- Listen to a range of poems.
- Recognise and join in with language patterns and repetition.
- Recite rhymes and poems by heart.
- Giving opinions and supporting with reasons.
- Orally plan and rehearse ideas.
- Write poems with simple structures.
- Plurals - adding *s* to nouns.

## Science

### Animals including Humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals
- Identify and name a variety of common animals that are carnivores, herbivores, and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Name/identify common examples and some common features (Y1/2).
- With help, decide how to sort and group objects, materials or living things.
- Say/identify how different things change objects, materials or living things.
- Make comparisons between simple observable features/characteristics of objects, materials and living things.
- Say how things are similar or different.
- Recognise basic features of objects, materials and living things.
- Talk/ discuss/ describe/record about what they have seen/ what has happened.

## Physical Education

### Fundamental Skills

- Baseline assessments

# Autumn 1



## Religious Education

### Families

- My family loves me
- What we can learn about God's love in the Bible
- God takes care and loves everyone
- Jesus grew up in a family
- The psalms tell us about God

### The Rosary

### Caritas in Action: Family and Community

## Computing

- Use technology safely.
- Use technology respectfully.
- Recognise situations involving content and contact that are not safe and know where to go for help.
- Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.

## Art

### Printing

#### Autumn Leaves

- Collect textures and patterns.
- Make rubbings to create texture and patterns.
- Build repeated patterns and recognise patterns in the environment.
- Experiment with over printing, motif and colour.

## Mathematics

- Sorting objects
- Counting objects with precision
- Place value within 10
- Addition and subtraction within 10
- One more/one less
- Number talk

## Design Technology

### Food

#### Fruit Salad, Savoury Salad, Smoothie

- Develop a food vocabulary using taste, smell, texture and feel.
- Group familiar food products e.g. fruit and vegetables.
- Explain where food comes from.
- Cut, peel, grate, chop a range of ingredients
- Work safely and hygienically.
- Understand the need for a variety of foods in a diet.
- **Design, make and evaluate a product.**

## Music

- To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.
- Use their voices expressively by singing songs and speaking chants and rhymes.

## Geography

### The World

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Answer 'who', 'where' and 'what' questions about the world and their environment.
- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.
- Use basic geographical vocabulary to refer to:
  - key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop