

English - Things I might already be able to do:

Write the graphemes for phase 2 and 3 phonics.

Use my knowledge of sounds (phonics) to help me write.

Spell some words accurately and make phonetically plausible attempts at other words.

Write some irregular common words.

Write my name.

Write simple meaningful sentences which myself and other people can read.

# A Place in Time

Understanding and accepting that everything exists in time and place, and acknowledging that there are differences between people, places and objects and that things can change over time.

## Year 1 – Phonics Phase 5

Autumn 1 – learn phase 5 graphemes.

Read and spell words with adjacent consonants.

Learn phoneme /zh/ - e.g. treasure

Words to read: oh, their, people, Mr, Mrs, looked, called, asked

Words to spell: said, so, have, like, some, come, were, there

Autumn 2 – Teach alternative pronunciations of graphemes for reading

Words to read: water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please

Words to spell: little, one, do, when, what out

Spring and Summer – learn alternative spellings of phonemes.

Words to spell: oh, their, people, Mr, Mrs, looked, called, asked

English – I will be learning to: (ARE)

### Africa texts, Voices in the Park

Name the letters of the alphabet in order.

Spell the days of the week.

Say a sentence out loud before I write it.

Use a capital letter at the beginning of a sentence, name of people, places, days of the week and personal pronoun 'I'.

Use a full stop, question mark, or exclamation mark at the end of a sentence.

Write a sequence of sentences to create a narrative.

Check that my writing makes sense.

Use 'and' to join sentences.

Leave finger spaces between words.

Begin to form lower case letters correctly.

Form capital letters.

Spell words using the 44 graphemes, and some common exception words. Make phonetically plausible attempts at spelling.

Take turns to talk and listen carefully.

Practice reading and spelling high frequency and polysyllabic words.

Reading - Things I might already be able to do:

Read the graphemes in phase 2,3,& 4 and say the correct phoneme.

Segment sounds in simple words and blend them together.

Read some words and simple sentences.

Understand the simple sentences I have read.

Talk to other people about what I have read.

Use phonic knowledge to decode regular words and read them aloud accurately.

Read some common exception words.

Reading: I will be learning to: (ARE)

My love to read book is \_\_\_\_\_

Apply phonics knowledge and skills to decode words.

Respond speedily with correct sound for the 40+ graphemes.

Listen to and discuss a wide range of stories and non-fiction texts that are read to me.

Link what I have read (or have had read to me) to my own experiences.

Discuss new word meanings and link them to words I already know.

Retell and sequence main events from texts and discuss how the events are related.

Use question words to ask questions which can be answered using the text.

Make inferences based on what is being said and done and make direct references to pictures and words in the text.

Use my knowledge, and the events in a text to make sensible predictions.

Understand books by drawing on what I already know, or background information and vocabulary that the teacher tells me about.

# A Place in Time

## **Maths – Fractions** Things I might already be able to do:

Count reliably from 1-20, using objects.

Order numbers 1-20.

Say which number is 'one more' or 'one less'.

I can count on or back to add or subtract 2 single digit numbers.

Solve problems involving doubling, halving or sharing with numbers up to 20.

## **Maths – Fractions** I will be learning to: (ARE)

Count to and across 100, forwards and backwards from any given number.

Count in multiples of 2, 5, and 10.

Identify and represent numbers using objects and pictorial representations.

Understand that half means one of two equal parts.

Recognise, find, and name a half of an object, shape or quantity.

Understand that a quarter means one of four equal parts.

Recognise, find, and name a quarter of an object, shape or quantity.



### Science – Materials & States of Matter

#### *Things I might already be able to do:*

Know about similarities and differences in relation to places, objects, materials and living things.

Explore characteristics of everyday objects.

#### *I will be learning to: (ARE)*

Distinguish between an object and the material from which it is made.  
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  
Describe the simple physical properties of a variety of everyday materials.  
Compare and group together a variety of everyday materials on the basis of their simple physical properties.  
Working scientifically: identify and classify objects.

### Design Technology - Cooking

#### *Things I might already be able to do:*

Read and understand simple sentences.  
Show understanding when talking to someone about what I have read.  
Follow instructions involving several ideas or actions.  
Use everyday language to talk about weight.  
Safely handle and explore a variety of tools and creative techniques.  
Show good control in fine motor skills.  
Know importance of good health and a healthy diet.  
Wash hands independently (hygiene).

#### *I will be learning to: (ARE)*

Suggest ideas and explain what I am going to do.  
With help, follow a recipe and measure out ingredients.  
Use some basic kitchen tools safely.  
Combine ingredients using a variety of methods.  
Select and use appropriate ingredients, including fruit and vegetables.  
Follow basic food handling hygienic practices and personal hygiene rules.  
Evaluate my dish through discussion.

# A Place in Time

### Art- African Masks

#### *Things I might already be able to do:*

Experiment to create different textures.  
Understands that different media can be combined to create new effects.  
Manipulate materials to achieve a planned effect.  
Construct with a purpose in mind, using a variety of resources.  
Uses simple tools and techniques competently and appropriately.  
Selects appropriate resources and adapts work where necessary.  
Selects tools and techniques needed to manipulate the materials I am using.

#### *I will be learning to: (ARE)*

Use tools/equipment safely & correctly to produce patterns & textures.  
Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.  
Recognise, discuss and use repeating patterns and symmetry.  
Experiment with a variety of malleable media such as clay, papier Mache, Salt dough, Modroc, manipulating them in a variety of ways including rolling, pinching and kneading.  
Apply simple decoration techniques.

### Geography - Africa

#### *Things I might already be able to do:*

Know about similarities and differences in relation to places, objects, materials and living things.  
Talk about the features of my own immediate environment and how environments might vary from one another.  
Know about similarities and differences between myself and others, and among families, communities and traditions.

#### *I will be learning to: (ARE)*

Use maps and a globe to locate and identify the 7 continents and 5 oceans.  
Use compass directions (NSEW) to describe the location of features on a map.  
Study pictures of a locality and ask geographical questions about that place and what it's like to live there.  
Use basic vocabulary to refer to human (town, city, village, farm) and physical features (river, coast, forest, mountain, sea).