

### 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.

# COMMUNITY

Appreciation of the value of belonging to a community where people and animals can live in harmony, and being aware of the online community and the opportunities and challenges this presents.

### 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)

Belonging, The Great Kapok Tree, Three Little Pigs

- 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.
- Use phase 4 & 5 phonics skills in reading and writing.
- Take turns to talk and listen carefully.

### Reading - Things I might already be able to do:

- Read the graphemes in phase 2 and 3, 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:

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

*I will be learning to: (ARE)*

- Apply phonics knowledge and skills to decode words.
- Respond speedily with correct sound for the 40+ graphemes.
- Read words with contractions.
- Answer simple questions about what has happened in a text that has been read to me.
- 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.
- Infer how a character feels by what they say and do and make direct references to pictures and words in the text.
- Use my knowledge, and the events in a story to make sensible predictions.

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## **Maths - 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'.

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 – I will be learning to: (ARE) PLACE VALUE (If secure move onto 4 operations)**

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

Count, read and write numbers to 100 in numerals.

Count in multiples of 2, 5 and 10 up to 100.

Identify one more and one less, given a starting number.

Find and show numbers using objects and pictures including number lines.

Understand and use the terms: equal to, more than (greater), less than (fewer), most, least.

Read and write numbers from 1 to 20 in numbers and words.



### Science – Living Things: Plants and Animals

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

Talk about my immediate environment and how environments can be different from each other.

Observe animals and plants and explain why some things happen and talk about changes.

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

Identify and name a variety of *common* animals: fish, amphibians, reptiles, birds and mammals and understand how animals are born e.g. live birth or eggs. Name some animals which are carnivores, herbivores and omnivores. Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of common flowering plants and trees. Identify and describe the seeds in fruits. Make close observations using simple equipment.

### Relationships & Health Education – Keeping myself safe

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

Understand the need for safety when tackling a new challenge.

Consider and manage some risks.

Form positive relationships with adults and other children.

Speak with confidence to others about my own needs, wants, interests and opinions.

Say when I do or don't need help.

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

Identify people who look after me. Know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable. Understand that that people's bodies and feelings can be hurt. Know rules for and ways of keeping physically and emotionally safe. Understand what is meant by 'privacy'; my right to keep things 'private'; the importance of respecting others' privacy.

## COMMUNITY

### Art - Rainforests

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

Explore what happens when I mix colours, and choose colours for a purpose.

Choose tools and resources to use purposefully.

Make simple representations of events, people and objects.

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

Observe landscapes and begin to experiment with pattern and texture controlling the marks made (hatching, blending, stippling scribbling).

Use sketchbook to record simple experimentations.

Look at lightening and darkening without black and white.

Name primary colours and start to mix and predict secondary colours.

### Computing – Control and e-safety

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

Know that technology can be used in home and school.

Choose and use technologies for a particular purpose.

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

-Understand what an algorithm is and that programs work by using precise instructions.  
-Create (coding), giving commands including straight forwards / backwards / turn. Explore sequences of instructions.  
-Fix (debug) simple programs by finding and correcting a mistake in a sequence of commands.  
-Recognise what personal information is and the importance of keeping it safe online. Make choices about what is suitable to share online.