

Bishops Lydeard Church School – Learning Pathway

Year Group: 1 Term: Autumn.

Subject	1	2	3	4	5	6	7		8	9	10	11	12	13	14
---------	---	---	---	---	---	---	---	--	---	---	----	----	----	----	----

Writing:

Texts:

Julian is a mermaid.

Naughty Bus

Stanley's stick.

Focus: transcription – spelling and handwriting, single clause sentences, accurate sentences, accurate punctuation

Composition – planning / structuring

Write sentences by:

saying out loud what they are going to write about

composing a sentence orally before writing it

sequencing sentences to form short narratives

re-reading what they have written to check that it makes sense

Composition - editing

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Composition – sentence level skills, punctuation, grammar

leave spaces between words

begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Reading:

Texts:

The koala who could.

The lion inside

The squirrels who squabbled.

Ruby's worry.

Perfectly Norman.

Ravi's roar.

- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- reread these books to build up their fluency and confidence in word reading.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Writing:

Text:

Lost and found.

The sea saw.

Focus: transcription – spelling and handwriting, single clause sentences, accurate sentences, accurate punctuation

Composition – planning / structuring

Write sentences by:

saying out loud what they are going to write about

composing a sentence orally before writing it

sequencing sentences to form short narratives

re-reading what they have written to check that it makes sense

Composition - editing

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Composition – sentence level skills, punctuation, grammar

leave spaces between words

begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Reading:

Texts:

The bear and the piano.

Aliens love underpants.

Mog the forgetful cat.

Stick man.

Lost and found.

One snowy night.

- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- reread these books to build up their fluency and confidence in word reading.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- being encouraged to link what they read or hear to their own experiences

	• being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. • recognising and joining in with predictable phrases • discussing word meanings, linking new meanings to those already known • participate in discussion about what is read to them, taking turns and listening to what others say.			• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • recognising and joining in with predictable phrases • discussing word meanings, linking new meanings to those already known • participate in discussion about what is read to them, taking turns and listening to what others say. • drawing on what they already know or on background information and vocabulary provided by the teacher.
Maths.	<u>Place value to 10.</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words Given a number, identify 1 more and 1 less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = <u>Addition and subtraction to 10.</u> COMPOSITION 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including 0 Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$			<u>Addition and subtraction to 10.</u> COMPOSITION 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including 0 Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <u>Measures-Money.</u> Recognise and know the value of different denominations of coins and notes Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s <u>Geometry- Properties of shapes.</u> Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. <u>Geometry- Position and direction.</u> Describe position, direction and movement, including whole, half, quarter and three-quarter turns Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

Science	<u>Everyday materials.</u> Pupils should be taught to: 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		<u>Everyday materials.</u> Pupils should be taught to: 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
Computing	<u>Online safety.</u> WALT- Login to Purple Mash safely. WALT- Explore our work area on Purple Mash. WALT-Explore topics on Purple Mash. WALT- Understand tools on Purple Mash. <u>Grouping and sorting.</u> WALT- Sort objects. WALT- Sort objects on the iPad.		<u>Pictograms.</u> WALT- Understand that data can be shown using pictures. WALT- Make a class pictogram. WALT- Make our own pictograms. <u>Lego Builders.</u> WALT- Follow instructions. WALT-Follow and create instructions on the iPad. WALT- Follow and create recipes on the iPad.
Art	<u>Me and my world (Drawing).</u> Artist: Pablo Picasso Draw self-portraits and faces. Explore line, shape, and facial features. Compare realistic and abstract portraits.		DT focus.
DT	Art focus.		<u>Healthy fruit kebabs.</u> <u>National Curriculum Focus</u> Design a product for a user. Select ingredients according to characteristics. Use simple food preparation techniques. <u>Skills</u> Designing Discuss favourite fruits. Design a fruit kebab for a target user. Draw and label ingredients. Explain choices. <u>Making</u> Select ingredients based on taste and appearance. Use simple food preparation tools safely. Assemble ingredients carefully. Evaluate the finished product. <u>Outcome</u>-A healthy fruit kebab

History	<u>Guy Fawkes:</u> WALT- Find out who Guy Fawkes was and compare life in the past with life today. WALT-Explain how the Gunpowder Plot began and describe some of the problems the plotters faced. WALT-Put the main events of the Gunpowder Plot in the correct order and explain how the plot ended.		<u>Guy Fawkes:</u> WALT- Find out what happened to the plotters after the Gunpowder Plot was discovered. WALT- Use stories, acting and other sources to show what we know about the Gunpowder Plot. WALT- Explain how the Gunpowder Plot is remembered today and how Bonfire Night has changed over time
Geography	<u>The United Kingdom.</u> WALT-Name and locate the 7 continents of the world. WALT-Name and locate the 5 oceans of the world. WALT- Identify the 4 countries of the United Kingdom and locate them on a map.		<u>The United Kingdom.</u> WALT- Name the capital cities of the 4 countries of the United Kingdom. WALT- Identify the seas and oceans that surround the United Kingdom. WALT- Remember and recall countries, capital cities, continents and oceans.
Music	<u>Singing</u> Find their singing voice and use their voices confidently. Begin to sing with an awareness of pulse and rhythm. <u>Performing</u> Begin to perform simple rhythmical patterns, beginning to show an awareness of pulse <u>Listening and appraising</u> Respond to a piece of music such as likes / dislikes, how it makes them feel. Recognise familiar instruments in school such as: drums, tambourine, triangle, bells, cymbal, woodblock, maraca, claves.		<u>Singing</u> Find their singing voice and use their voices confidently. Begin to sing with an awareness of pulse and rhythm. <u>Performing</u> Begin to perform simple rhythmical patterns, beginning to show an awareness of pulse <u>Listening and appraising</u> Respond to a piece of music such as likes / dislikes, how it makes them feel. Recognise familiar instruments in school such as: drums, tambourine, triangle, bells, cymbal, woodblock, maraca, claves
PE	<u>Fundamental Movement Skills & Ball Skills Year 1</u> WALT- Move in different ways. WALT- Avoid people when playing games. WALT- Develop our dodging skills. WALT- Perform jumps with one and two feet. WALT- Understand the basics of jump rope. WALT-Create different shapes with our bodies.		<u>Invasion Games & Ball Skills Year 1</u> WALT- Step forward before we roll or throw. WALT- Perform underarm throws. WALT- Perform overarm throws. WALT- Move and control a ball with our hands. WALT- Stop a ball without using our hands. WALT- Control a ball using our feet.

RE	<u>Christianity</u> <u>Who do Christians say made the world?</u> • Retell the story of creation from Genesis 1:1–2.3 simply • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for Creation. • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.	<u>Christianity</u> <u>Why does Christmas matter to Christians?</u> • Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. • Recognise that stories of Jesus’ life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for, giving a reason for their ideas • Think, talk and ask questions about Christmas for people who are Christians and for people who are not.
PSHE	<u>Be yourself</u> identify their own special traits and qualities. identify and name common feelings. select times and situations that make them feel happy. talk about what makes them feel unhappy or cross. explain how change and loss make them feel. understand the importance of sharing their thoughts and feelings.	<u>Safety First</u> identify some everyday dangers. understand some basic rules that help keep people safe. know what to do if they feel in danger. identify some dangers in the home. identify some dangers outside. identify which information they should never share on the Internet. know that their private body parts are private. recall the number to call in an emergency. list some people who can help them stay safe.