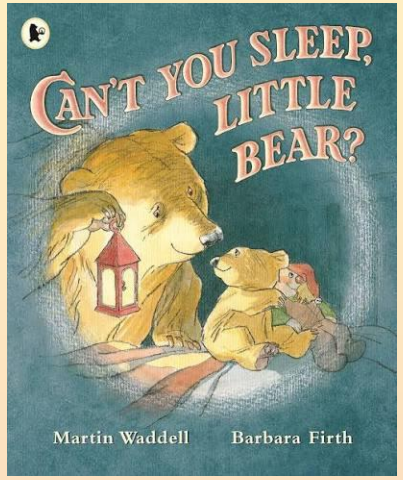
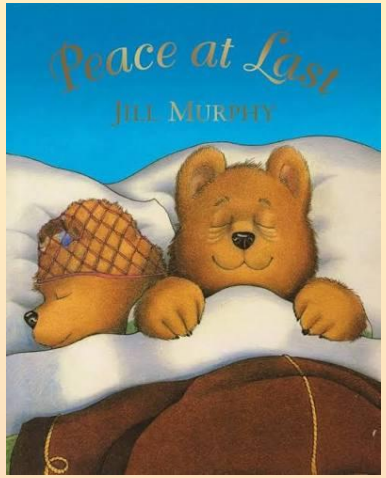
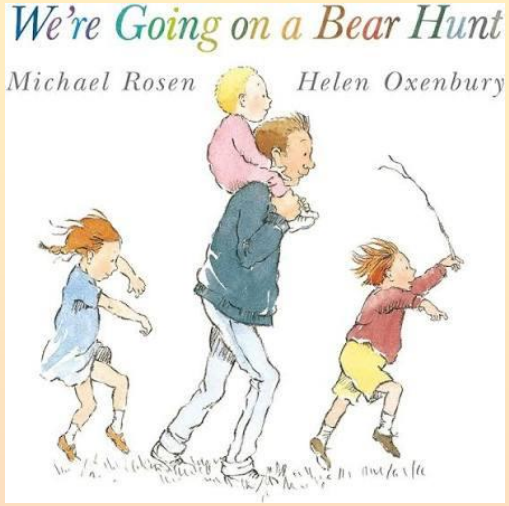
Welcome to Year 1!

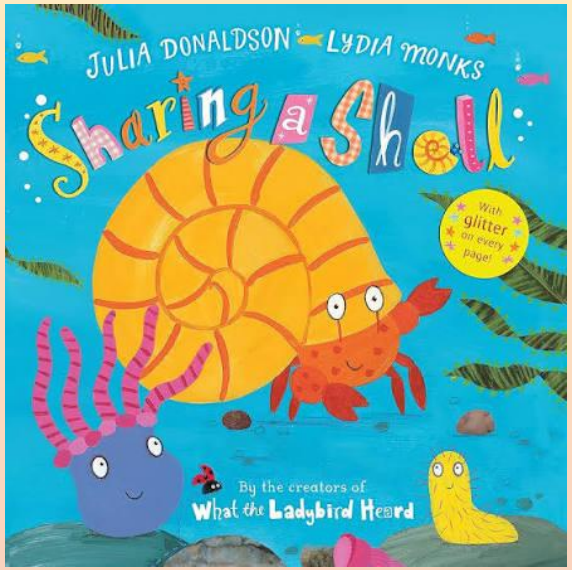
Find out more about what we are learning during Autumn 1b

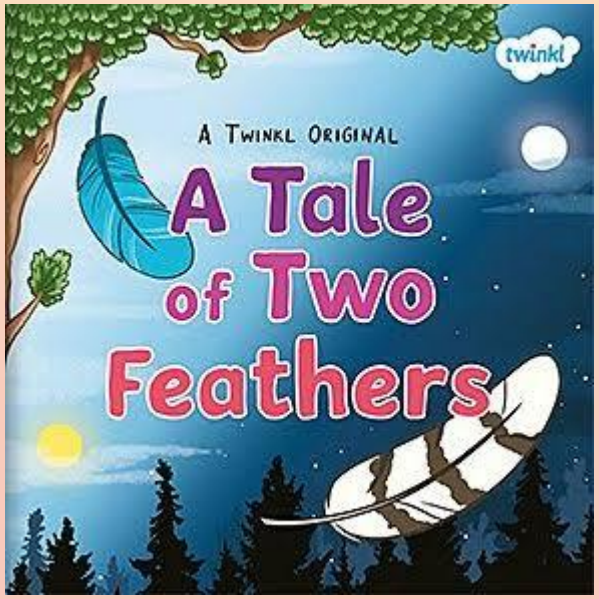
Narrative

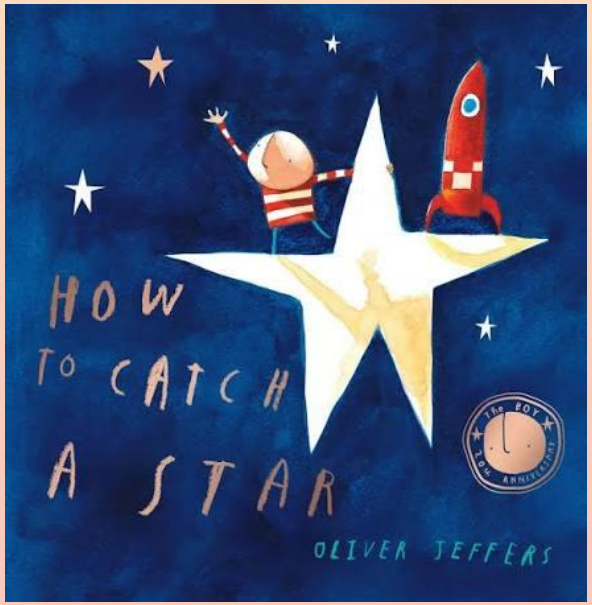

CAN'T YOU SLEEP, LITTLE BEAR?
Martin Waddell
Barbara Firth


Peace at Last
JILL MURPHY


We're Going on a Bear Hunt
Michael Rosen
Helen Oxenbury

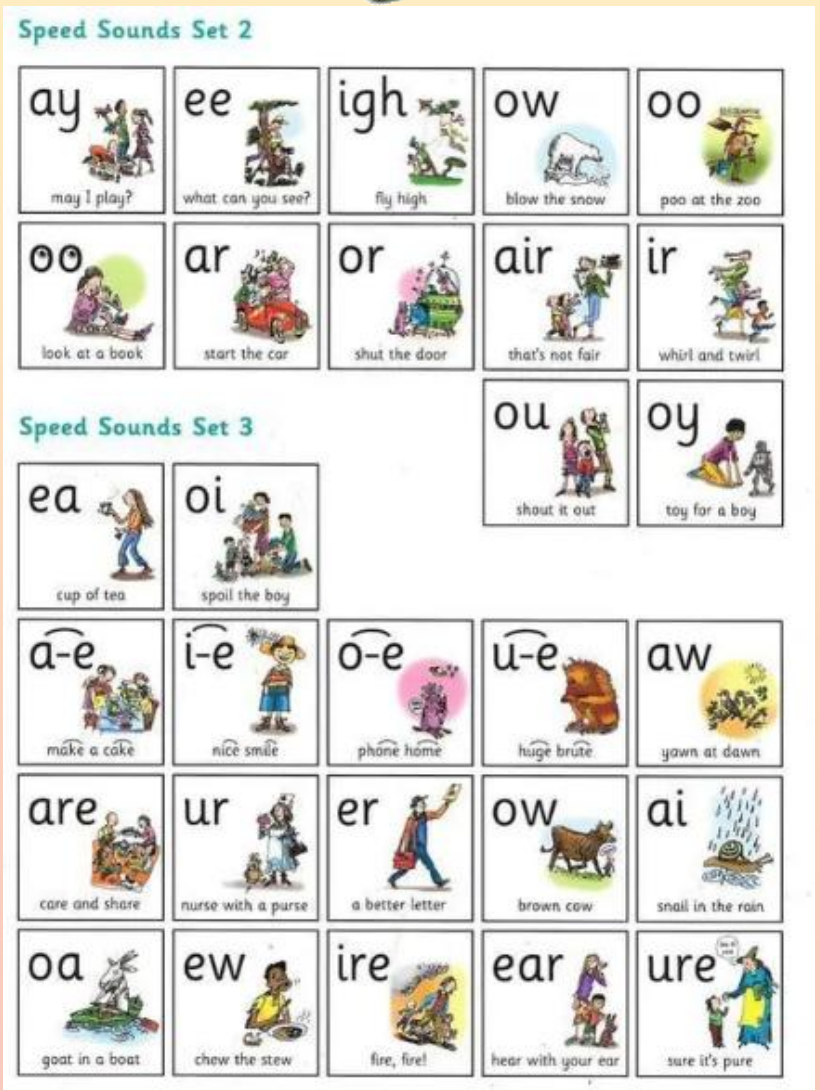

JULIA DONALDSON
LYDIA MONKS
Sharing a Shell
With glitter on every page!
By the creators of
What the Ladybird Heard


twinkl
A TWINKL ORIGINAL
A Tale of Two Feathers


HOW TO CATCH A STAR
OLIVER JEFFERS



Phonics









- My turn, your turn
- Sound buttons
- Blending sounds to read new words
- Reading a series of simple sentences

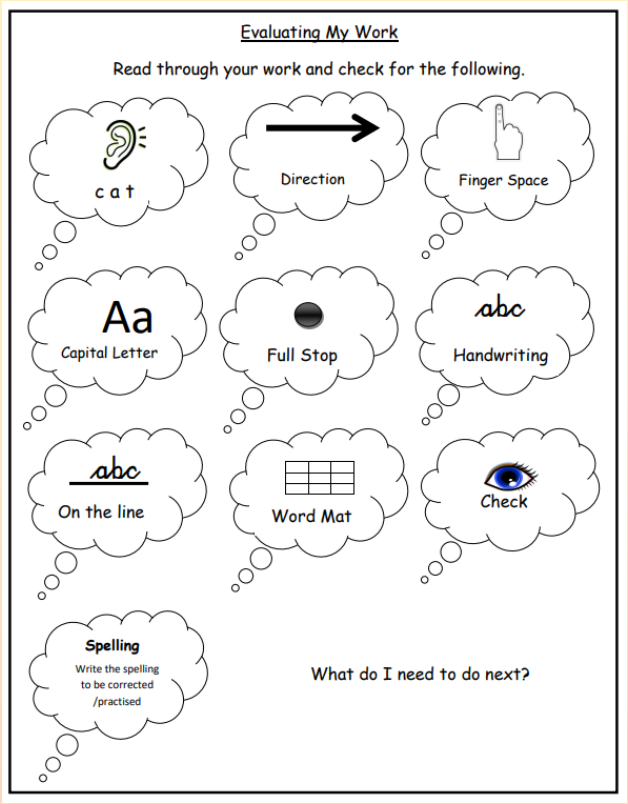
We are learning to read these words.

SET C – RWI Green 1 37-53				17 words
with	get	not	had	got
back	that	this	them	they
when	but	you	your	saw
baby	then			

SET D – RWI Green 2 54-76				23 words
we	will	I've	oh	no
like	going	out	are	into
by	all	call	tall	fall
small	wall	me	house	be
play	played	you're		

SET E – RWI Purple 77-90				14 words
school	very	have	once	now
so	down	some	after	say
says	every	everybody		
everyone				

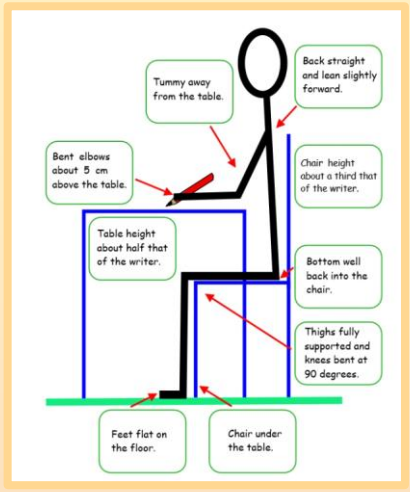
Writing

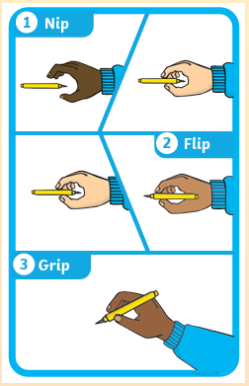


Hold a sentence.
Write a sentence.

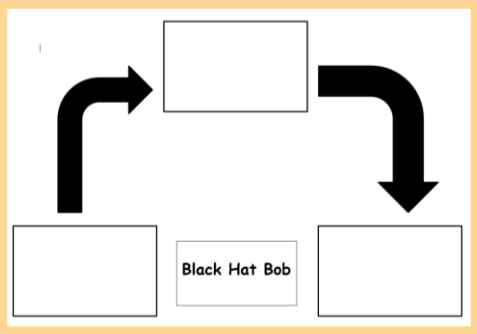
Actions for punctuation e.g. capital letters and full stops.
Check and read through the sentence.

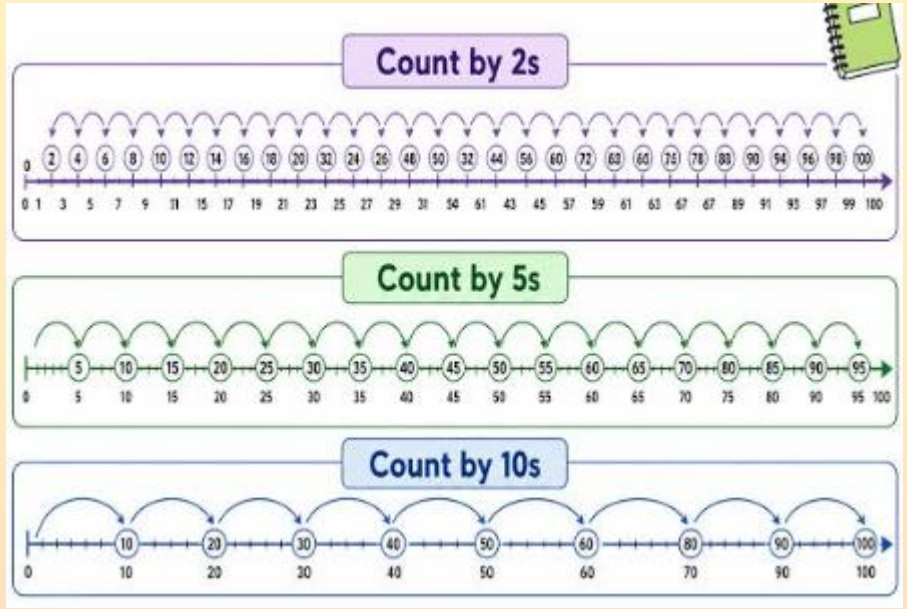
Handwriting





Planning stories.
Writing a series sentences.
Retelling stories.





2s, 5s and 10s

Count and colour in 2s. Start at 2.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Count and colour in 5s. Start at 5.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Count and colour in 10s. Start at 10.

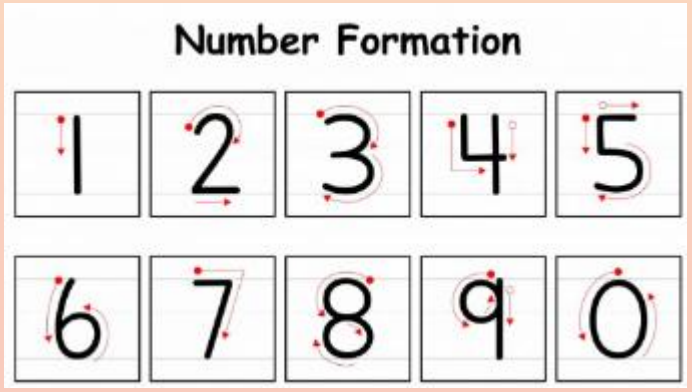
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Maths



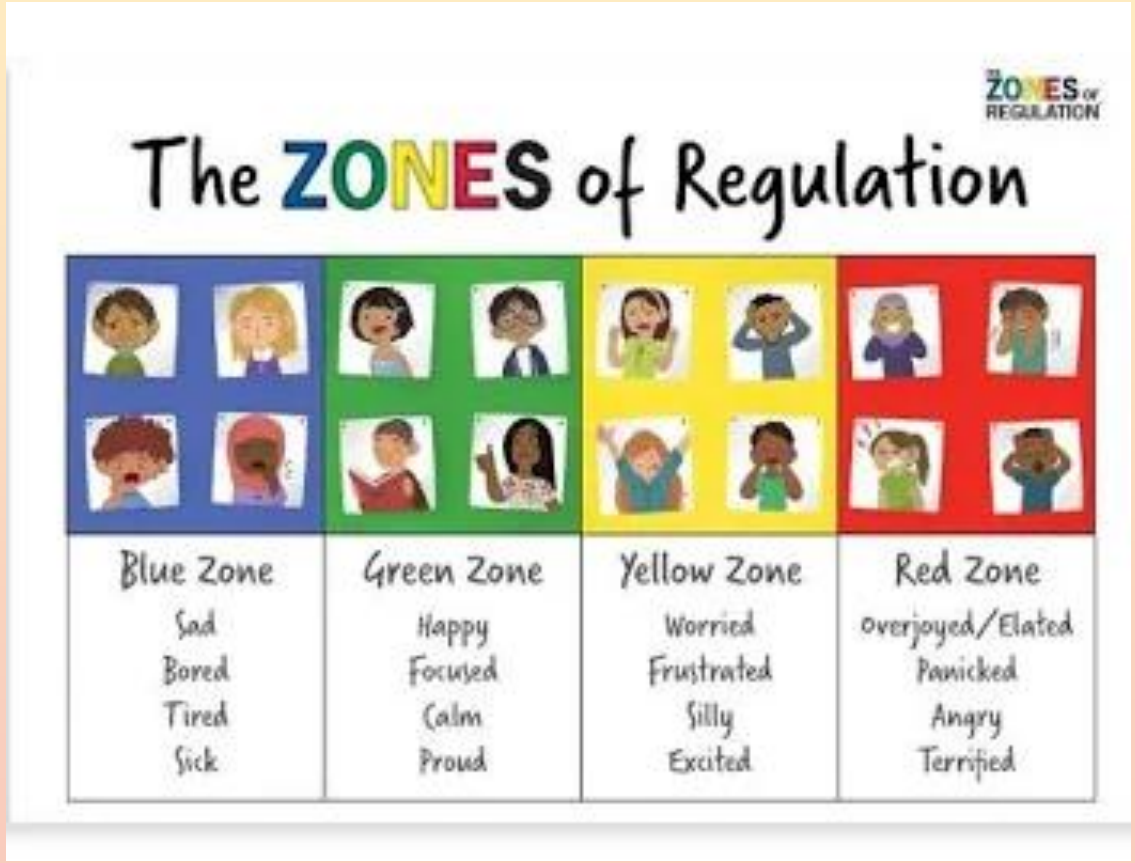
Use 2p, 5p and 10p coins to count forwards and backwards.





Skip or bounce a ball counting in 2s, 5s or 10s.
Can you get to 100 without stopping or dropping the ball?

PSHE – Healthy Body and Mind



- **Autumn 1b – Healthy Body and Mind**

Being Active

Healthy Eating

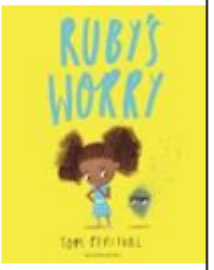
Identifying my feelings

Managing my feelings

Healthy Minds

Why is sleep important?





- **British Value:**

Individual Liberty

- **Safety Themes:**

Firework Safety

Road Safety



(Road Safety : 16th – 20th November)

NSPCC – Pants Rule (Body Awareness
Scientific names of body parts)



Physical Education - Dance



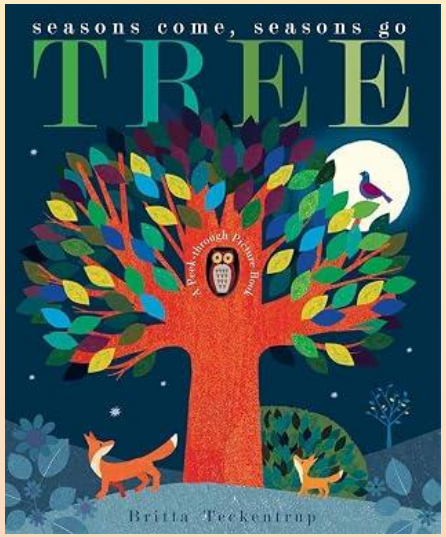


Hockey



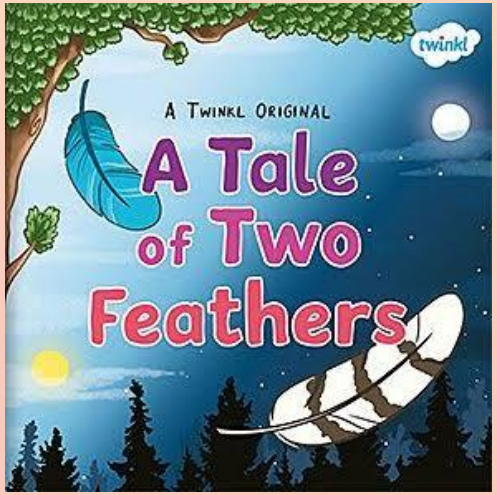
Science -Animals including humans

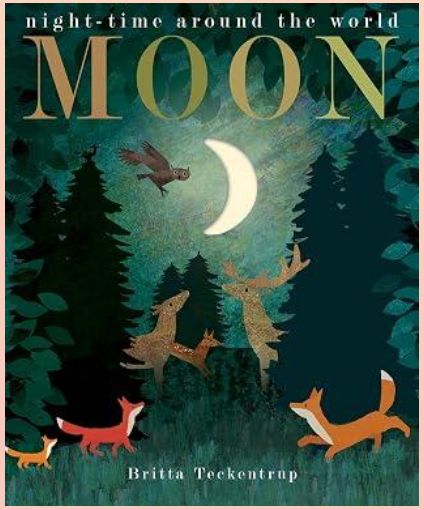
Seasonal Change

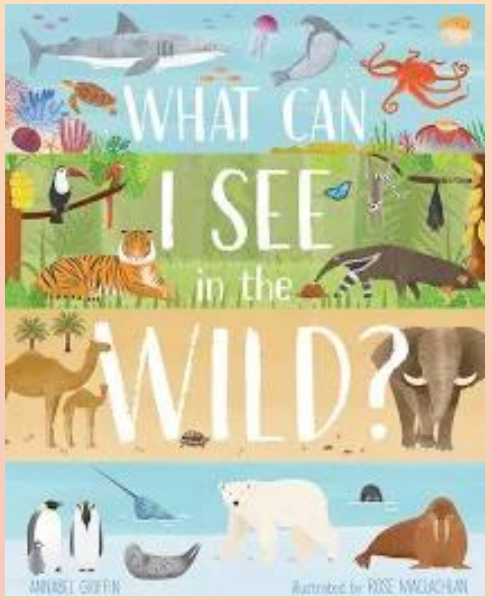


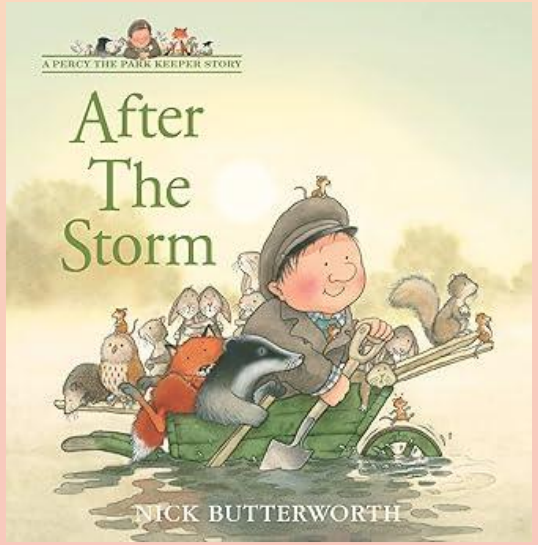
What is the Weather?
Seasonal Change – Daylight hours
Describe and compare different animals
Compare features and movement of a range of animals
Nocturnal and Diurnal
Animal Habitats and Diets











History – Beyond living memory

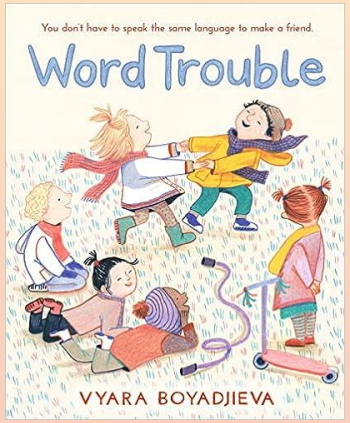
This history topic is about exploring the recent past. Include stories from relatives and people from the community
How has Ewell Grove Primary School Changed?



Living in the past (1950s/40s)
What was daily life like?
How much money did things cost?
What do you eat?
What sort of toys did they have?
Did you go on holiday?

How has transport changed over time? How has travel changed? Were we always able to visit places around the world on an aeroplane?

Focus on methods of transport we would use around London. Busses, trains, underground. How have these changed in the last 100 years?



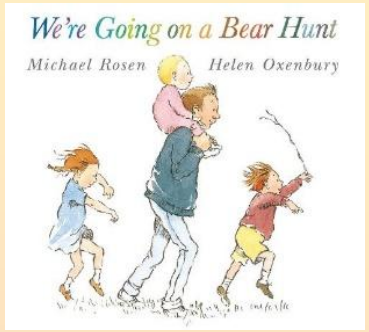


Migration stories

This book is a good way of letting children understand what it would be like moving to a new country.

Geography

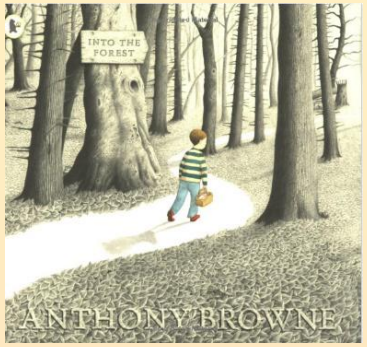
What is it like in the countryside?



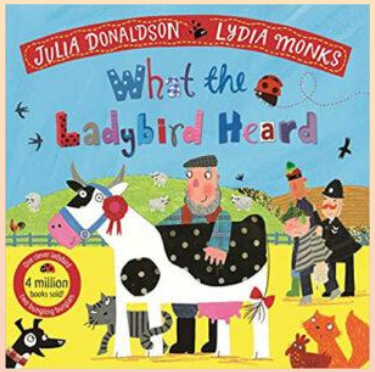
Case study – New Forest

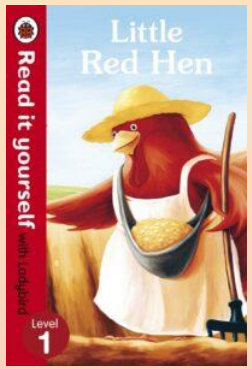






Farming in the UK





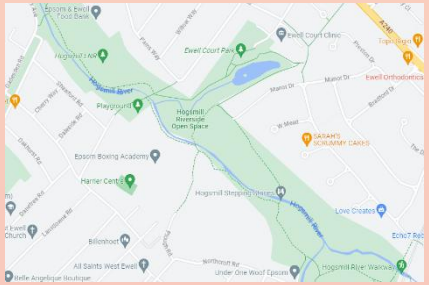
Contrast and compare the New Forest to the Amazon Rainforest.





Local area study – The Hogsmill







Religious Education

Families

Our school community is like a family where we all have things in common with each other.

Think about your school community.

Are we part of a school family?

How are we like each other?

Christianity

What is the ‘Nativity’, and why is it important to Christians?
Why is giving important to Christians?

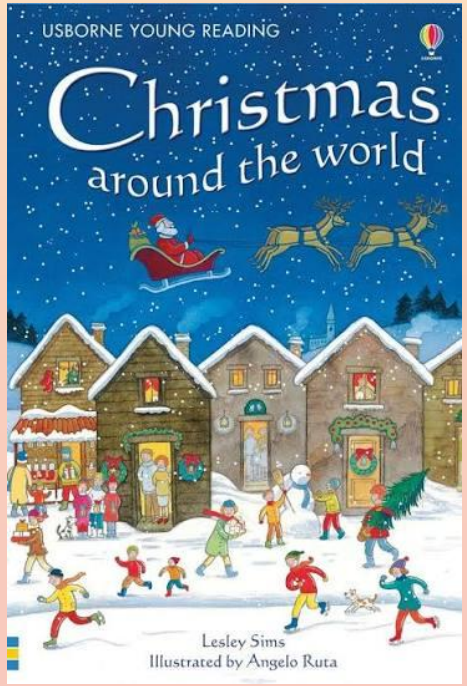
The Nativity





What different symbols mean.

Christmas around the world



Computing

Purple Mash Computing Scheme: Knowledge Organiser

Year 1

Making Beats

Key Learning

- To compare music made using computers and music played by real instruments.
- To explore mixing the sounds of different instruments using the 2Beat tool.
- To compose a tune to match a picture of a scene.
- To compose a beat to match a picture of a scene.

Key Resources

2Explore

2Beat

Key Vocabulary

Beat
The steady, regular pulse that you can tap your foot to or clap along with.

Compose
To create your own piece of music.

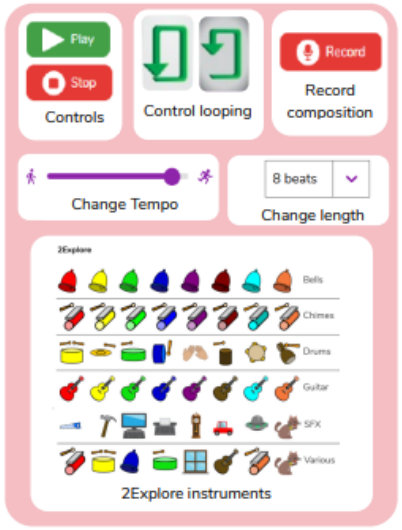
Digital
Using a computer, tablet, or phone to create something such as art, music or writing.

Musical Instrument
Something you play to make music.

Tempo
The speed of a piece of music.

Tune
The part of the music that you can hum or sing along to.

Key Images



Key Questions

What are some differences between live music and digital music?

Live music is music created by playing musical instruments. Digital music is created using computer programs that can make sounds.

What parts of the music can you change using a digital music tool?

The types of instrument sounds, the tune, the beat, the tempo, the length of the composition, the loudness of different sounds and whether the composition repeats.

purple mash

2BeSafe: Being Safe in a Digital World

purple mash

Self Image and Identity

Your Feelings Online



Happy

Online activities should feel fun.

Worried, Sad, Scared, Uncomfortable, Embarrassed

Unkind communications can cause bad feelings.

People Online Aren't Always Real



People can use avatars or fake names to look and act differently than they do offline.

Signs of Trouble

- Mean messages
- Upsetting images
- People asking you to do things.



How to Get Help



A Trusted Adult
This is a parent, teacher, or family member you always feel safe with.



Speak Up Clearly
Explain exactly what happened and how it made you feel.



Don't Wait
Tell someone trusted as soon as possible.

Who to Talk to

Teacher or Staff	At school
Parent or Family	At home
Club Leader	At after-school clubs

Key Stage 1

2simple

Art

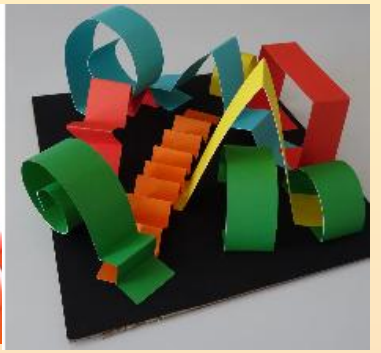
Sculpture and 3D: Paper Play



'Other' by Samantha Stephenson 2014

What can you see?
What could it be made of?
Where is it?
How is this artwork different to a painting or drawing?





Shape paper to make a 3D drawing.



Making a tree sculpture.

Sculptures that move.



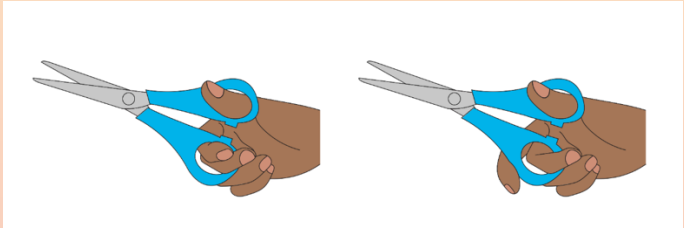


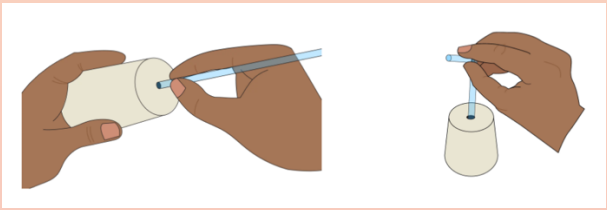


DT

Structures – Constructing a windmill
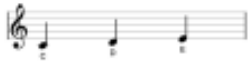






Using tools and equipment accurately.

Join parts of a structure.

Evaluate a structure.

Finding out about designers and inventors.

Music - Dance, Sing and Play

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen carefully and copy back the actions.
Play or clap simple rhythmic patterns using long and short sounds.	Clap four-beat rhythms, creating long and short sounds.	Respond to the questions, thinking about the music.
Respond to different high and low pitches. 	Improvise using one, two or three notes, using C, D and E.   C D E How many notes did you improvise with?	Enjoy some 'Did You Know?' facts about the song. 

SONG 1 **Twinkle, Twinkle, Little Star** Style: Reggae	SONG 2 **In The Orchestra** Style: 20th and 21st Century Orchestral	SONG 3 **Daisy Bell (Bicycle Built For Two)** Style: 20th and 21st Century Orchestral	SONG 4 **Dancing Dinosaurs** Style: Pop	SONG 5 **Rock-a-bye Baby** Style: Lullaby	SONG 6 **I'm A Little Teapot** Style: Pop
Vocal Sing a melody that travels up and down (ascending and descending) by step. **Instrumental** Which part did you play?  Part 1: D, E, F♯ Part 2: D, F♯ **Improvise** Which notes or symbols did you improvise with?	**Vocal** Sing clearly and rhythmically with the Orchestral backing track. Did you think of some actions to go with the song? What were they?	**Vocal** Sing a melody that has long and short rhythms, and high and low sounds. **Compose** Which notes or symbols did you compose with?	**Vocal** Sing a melody that makes you want to dance to the beat. **Instrumental** Which part did you play?  Part 1: C. D. E Part 2: C, D **Improvise** Which notes or symbols did you improvise with?	**Vocal** Sing clearly and rhythmically with the Lullaby backing track. What did the lyrics mean to you? What was your favourite line in the song? Did you think of some actions to go with the song? What were they?	**Vocal** Sing a song with four beats in a bar. Did you stand nicely when performing the song? **Perform** Which songs did you perform? Which was your favourite?