

Year 1 Aut 1

Reading: Read Write Inc (RWI) Fabulous Five books	Revise set 2 sounds learned in Rec	Revise set 2 sounds learned in Rec	Teach Set 3 sounds	Teach Set 3 sounds	Teach Set 3 sounds	Teach Set 3 sounds	Revise set 3 sounds so far Assessment of sound and word reading
Writing: Curious Quests	<i>Somebody swallowed Stanley</i>	<i>Somebody swallowed Stanley</i>	<i>Tidy</i>	<i>Tidy</i>	<i>The Disgusting Sandwich</i>	<i>The Disgusting Sandwich</i>	<i>Dinosaur Lady (Mary Anning)</i>
Writing: Phonics Read Write Inc (RWI) HAS = Hold a sentence	RWI HAS	RWI HAS	RWI HAS	RWI HAS	RWI HAS	RWI HAS	RWI HAS
Grammar	Begin to learn names of the letters of the alphabet	Embed naming the letters of the alphabet	Learn suffix -ing (present actions)	Revise suffix -ing (present action)	Plurals Add an s	Learn suffix -ed (Past action)	Revise letter names, plurals - s and suffixes -- -ed/ -ing

Spelling Common Exception Words (CEW) Red words	CEW Revise I, a, the	CEW No, my, me	CEW He, she, you	CEW To, we, one	CEW Put, said, your	CEW Are, of, so	CEW some
Handwriting							
Maths number: Mastering Number/ White Rose resources	Place value within 10	Place value within 10	Addition within 10	Addition within 10	Subtraction within 10	Subtraction within 10	End of Block assessment
Maths shape							2D and 3D shapes, recognition and sorting by, for example, sides, vertices, curves, flat faces
Science: Animals	<i>Somebody swallowed Stanley</i>	<i>Somebody swallowed Stanley</i>	<i>Tidy</i>	<i>Tidy</i>	<i>The Disgusting Sandwich</i>	<i>The Disgusting Sandwich</i>	<i>Dinosaur Lady</i>

	identifies and names common animals (undersea)	identifies and names common animals (undersea)	Identifies and names common animals (British wildlife)	begins to name some animal groups: fish, mammals	explores the senses and knows which parts of the body help us to feel each sense	begins to describe and compare the structure of common animals	identifies and names a variety of common animals that are carnivores, herbivores and omnivores (understanding relating to dinosaurs is linked back to common animals – British wildlife)
Science Seasonal Forest School	Leaf observations	Leaf observations	Day length	Day length	Observations on Autumn weather	Record observations on Autumn weather over a week (Link to Science: senses)	
RE	Why do Christians call God Creator?	Why do Christians call God Creator?	Why do Christians call God Creator?	Why do Christians call God Creator?	Why do Christians call God Creator?	Why do Christians call God Creator?	Why do Christians call God Creator?
DT	Identify flaps in books	Make flaps	Tidy Make a flap book	Tidy Make a flap book	Identify a slider in a book and explore how it works	<i>The Disgusting Sandwich</i> Make a flap book with a slider	
History							Learn about significant figures: Mary Anning

Geography	Use ariel photos and plan perspectives to recognise landmarks and basic human and physical features beach, coast cliff, sea, ocean	Use ariel photos and plan perspectives to recognise landmarks and basic human and physical features town, port, harbour	Make a map with a key Tuff tray with landmarks		Draw a map of an imaginary place Badger's journey through the park <i>The Disgusting Sandwich</i>	Draw a map of an imaginary place Places the sandwich travels through <i>The Disgusting Sandwich</i>	<i>Dinosaur Lady</i> Recognise landmarks and basic human and physical features Discuss the geography of Lyme Regis, cliffs, bay, shoreline
Computing NCCE resources	Using a computer sensibly	Using a computer sensibly	Using shapes and lines	Using shapes and lines	Why did I choose that?	Why did I choose that?	Numicon tool on IWB
Music Get Set resources	Get Set :Senses pulse	Get Set :Senses tempo	Get Set :Senses dynamics	Get Set :Senses Change sounds	Get Set :Senses rhythm	Get Set :Senses rhythm	Get Set :Senses Perform
Art and design	Continuous provision – access to paints, chalks, crayons Recognise and use primary colours	Continuous provision – access to paints, chalks, crayons	Continuous provision – access to paints, chalks, crayons Create line pictures in the style of Mondrian Describe what they like about	Continuous provision – access to paints, chalks, crayons	Continuous provision – access to paints, chalks, crayons	Continuous provision – access to paints, chalks, crayons	Continuous provision – access to paints, chalks, crayons

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