



## Pear Tree Primary School

*'Being our best selves'*

Year 1, Autumn 1 2025

Topic - Sparkle and Shine

Books: 'Astro Girl' by Ken Wilson-Max and 'Sidney, Stella and the Moon' by Emma Yarlett

	Week 1 W/C  1 <sup>st</sup> September	Week 2 W/C  8 <sup>th</sup> September	Week 3 W/C  15 <sup>th</sup> September	Week 4 W/C  22 <sup>nd</sup> September	Week 5 W/C  29 <sup>th</sup> September	Week 6 W/C  6 <sup>th</sup> October	Week 7 W/C  13 <sup>th</sup> October	Week 8 W/C  20 <sup>th</sup> October
Significant Dates	Wednesday 3 <sup>rd</sup> - School opens							Friday 24 <sup>th</sup> - School closes for half term
English	Baseline assessments  Transition activities	<b>Astro Girl:</b> To orally rehearse sentences.  To write simple sentences.  To use adjectives to	<b>Astro Girl:</b> To write a set of instructions.  To begin to ask questions about a story.  To write a letter.	<b>Astro Girl:</b> To plan ideas for a fact file.  To write a fact file.	<b>Astro Girl:</b> To edit writing.  To present writing.	<b>Sidney, Stella and the Moon:</b> To orally rehearse sentences.  To write statements about the moon.	<b>Sidney, Stella and the Moon:</b> To name the features of a simple non- fiction text.  To identify the difference between a fiction and	<b>Sidney, Stella and the Moon:</b> To write using full sentences with capital letters and full stops.

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		<p>describe a noun.</p> <p>To write in role.</p> <p>To give spoken instructions.</p>	<p>To explore the features of a non-fiction text.</p> <p>To discuss and use non-fiction texts.</p>			<p>To use adjectives to describe a noun.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To use a question mark at the end of a question.</p> <p>To identify homophones (or near homophones) in context.</p>	<p>non-fiction book.</p> <p>To plan for writing.</p> <p>To create a glossary for an information book.</p> <p>To place things in alphabetical order.</p>	<p>To write coherent narratives.</p> <p>To make simple edits, corrections and improvements.</p> <p>To use coordinating and subordinating conjunctions.</p>
Mathematics	<p>Baseline assessments</p> <p>Transition activities</p>	<p><b>Place value:</b> Sort objects</p> <p>Count objects</p>	<p><b>Place value:</b> Count on from any number</p>	<p><b>Place value:</b> Fewer, more, same</p>	End of block assessment	<p><b>Addition and subtraction:</b> Number bonds within 10</p>	<p><b>Addition and subtraction:</b> Addition problems</p> <p>Find a part</p>	<p><b>Addition and subtraction:</b> Subtraction - take away</p>

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		Count objects from a larger group  Represent objects  Recognise numbers as words	1 more  Count backwards within 10  1 less  Compare groups by matching	Less than, greater than, equal to  Compare numbers  Order objects and numbers  The number line	<b>Addition and subtraction:</b> Introduce parts and wholes  Part-whole model  Write number sentences  Fact families - addition facts	Systematic number bonds within 10  Number bonds to 10  Addition - add together  Addition - add more	Subtraction - find a part  Fact families - the eight facts  Subtraction - take away/cross out (How many left?)	(How many left?)  Subtraction on a number line  Add or subtract 1 or 2  End of block assessment
Little Wandle Phonics and Reading	Baseline assessments	Autumn 1, Week 1	Autumn 1, Week 2	Autumn 1, Week 3	Autumn 1, Week 4	Autumn 1, Week 5	Assessments  Consolidation	Assessments  Consolidation
Science		<b>Everyday Materials:</b>  I can distinguish between an object and the material	<b>Everyday Materials:</b>  I can identify and name a variety of everyday materials including	<b>Everyday Materials:</b>  I can describe the simple properties of a variety of	<b>Everyday Materials:</b>  I can compare and group together a variety of everyday	<b>Everyday Materials:</b>  I can compare and group together a variety of everyday	<b>Everyday Materials:</b>  I can compare and group together a variety of everyday materials on	

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		from which it is made.	wood, plastic, glass, metal, water and rock.	everyday materials.	materials on the basis of their simple properties.	materials on the basis of their simple properties.	the basis of their simple properties.	
History		<p><b>Neil Armstrong:</b></p> <p>I can ask and answer historical questions using a variety of sources to explain who Neil Armstrong was and why we remember him.</p> <p>I can understand that history can be shown in different ways e.g. photographs, artefacts,</p>	<p><b>Neil Armstrong:</b></p> <p>I can add 3 or more events on a timeline and retell the significant event using key vocabulary.</p> <p>I can describe why the moon landing was significant as an international achievement.</p> <p>I can recognise old and new things in a picture.</p>	<p><b>Neil Armstrong:</b></p> <p>I can find out about what it was like and what Neil Armstrong did on the moon.</p> <p>I can use words/phrases such as old, new and a long time ago to describe an event.</p>	<p><b>Mae Jemison:</b></p> <p>I can ask and answer historical questions using a variety of sources to explain who Mae Jemison is and why we remember her.</p> <p>I can understand that history can be shown in different ways e.g. photographs, artefacts,</p>	<p><b>Mae Jemison:</b></p> <p>I can add 3 or more events on a timeline and retell the significant event using key vocabulary.</p>	<p><b>Mae Jemison:</b></p> <p>I can find out about what it was like and what Mae Jemison did on her mission into space.</p> <p>I can describe why going into space was an international achievement for Mae Jemison using words and phrases such as 'old' 'new' and 'a long time ago'.</p>	<p><b>Neil Armstrong:</b></p> <p>I can think about how to commemorate Neil Armstrong and the moon landing.</p> <p><b>Mae Jemison:</b></p> <p>I can think about how to commemorate Mae Jemison and her space mission.</p>

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		stories and pictures.			stories and pictures.			
Geography								
Computing		<p>Introduction to Purple Mash:</p> <p>To login to Purple Mash.</p>	<p>Introduction to Purple Mash:</p> <p>To understand how to complete work in the 2Dos area in Purple Mash.</p>	<p>Introduction to Purple Mash:</p> <p>To open an activity and then save the work to the My Work area.</p>	<p>Creative Computing:</p> <p>To use paint tools to draw a picture.</p>	<p>Creative Computing:</p> <p>To create a jigsaw using a digital device and share it so that others can play.</p>	<p>Creative Computing:</p> <p>To create a placing game in 2DIY.</p>	<p>Creative Computing:</p> <p>To create images and use these to make a game.</p>
RE		<p>Cross Religious:</p> <p>Who made the world?</p> <p>Discuss key questions about creation.</p>	<p>Cross Religious:</p> <p>What do some Christians believe about creation?</p>	<p>Cross Religious:</p> <p>What do some Jews believe about creation?</p>	<p>Cross Religious:</p> <p>What do some Muslims believe about creation?</p>	<p>Cross Religious:</p> <p>Begin to show curiosity and ask questions about at least 3 Christian, Jewish and/or Muslim stories.</p>	<p>Cross Religious:</p> <p>Begin to show curiosity and ask questions about at least 3 Christian, Jewish and/or Muslim stories.</p>	<p>Cross Religious:</p> <p>Begin to show curiosity and ask questions about at least 3 Christian, Jewish and/or Muslim stories.</p>
PE	<p>Fundamental Movement Skills 2:</p> <p>I can catch an object with my hands.</p>				<p>Invasion Games 1:</p> <p>I can throw underarm with some accuracy.</p>			

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	<p>I can skip with some rhythm.  I can side gallop.  I can dodge and change direction when playing a game.  I can throw an object underarm.  I can kick a ball with my laces.</p>				<p>I can throw underarm at and through targets.  I can throw underarm with some accuracy at a target at an angle.  I can identify a simple tactic that can be used in a game.  I can use simple tactic in a game to outwit the defender.  I can roll a ball with accuracy.</p>			
PSHE		<p><b>Meet Your Brain:</b></p> <p>We are learning what our brain looks like and how it helps us.</p> <p>We are learning that the brain has 3 parts.</p>	<p><b>Meet Your Brain:</b></p> <p>We are learning about how our brains help us.</p> <p>We are learning what Neuroplasticity is.</p> <p>We are learning how Team H-A-P help us be our best self.</p>	<p><b>Meet Your Brain:</b></p> <p>We are learning what happens when Team H-A-P is happy and sad.</p> <p>We are learning how you can help Team H-A-P.</p>	<p><b>Meet Your Brain:</b></p> <p>We are learning more about Happy Breathing and how it helps us.</p> <p>We are learning that our brain can react differently in different situations.</p>	<p><b>Meet Your Brain:</b></p> <p>We are recapping and thinking about how we can use our new knowledge.</p>	<p><b>Healthy Lifestyles:</b></p> <p>We are learning how physical activity helps us to stay healthy; and ways to be physically active every day.</p> <p>We are learning about foods that support good health and the risks of eating too much sugar.</p>	<p><b>Healthy Lifestyles:</b></p> <p>We are learning about dental care and visiting the dentist.</p> <p>We are learning how to brush teeth correctly and discussing food and drink that support dental health.</p>
Music		Blast Off:	Blast Off:	Blast Off:	Blast Off:	Blast Off:	Blast Off:	

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		<p>To perform with a steady sense of pulse.</p> <p>To identify the pulse.</p>	<p>To understand that pictures can be used to represent and organise sound.</p> <p>To select appropriate instruments for a task.</p> <p>To use basic dynamics and tempo for musical expression.</p>	<p>To use basic dynamics and tempo for musical expression.</p> <p>To understand that pictures can be used to represent and organise sound.</p> <p>To practice, control and refine their performance as part of a group.</p>	<p>To select appropriate instruments for a particular task.</p> <p>To understand that pictures can be used to represent and organise sound.</p> <p>To practice, control and refine performances in a group and as a class.</p>	<p>To select appropriate instruments for a particular task.</p> <p>To understand that pictures can be used to represent and organise sound.</p> <p>To practice, control and refine performances in a group and as a class.</p>	<p>To perform a simple accompaniment.</p> <p>To recognise changes in tempo, texture, timbre and dynamics.</p> <p>To comment constructively on the music produced by others.</p>	
Design and Technology								
Art		<p>Drawing:</p> <p>To explore control and pressure to create</p>	<p>Drawing:</p> <p>To practise drawing different lines</p>	<p>Drawing:</p> <p>To connect lines to create shapes.</p>	<p>Drawing:</p> <p>To explore lines and shapes in pictures for</p>	<p>Drawing:</p> <p>To use control and pressure skills to add</p>	<p>Drawing:</p> <p>To create an artist-inspired artwork using</p>	<p>Drawing:</p> <p>To create an artist-inspired artwork using</p>

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		different types of lines.	using music as a stimulus.		portrait drawing.	colour to a drawing.	lines and shapes.	lines and shapes.
Curriculum Pledge								







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