

Art and Design

- to use a range of materials creatively to design and make products
- to use drawing to develop and share their ideas, experiences and imagination
- to develop a range of art and design techniques using colour, pattern, texture, line & space
- To know about the work of a range of artists

Can I draw around objects to create outlines?

Can I draw around shapes to create patterns?

Can I draw a continuous line to enclose a space on the page?

Can I find and draw patterns found in our school environment?

Can I use a variety of drawing tools to create patterns of different colour, line and shape?

Can I create repeating shape patterns?

Can I investigate and talk about the paintings of Wassily Kandinsky?

PSHE

Washing Hands

Can I explain why I need to wash my hands?

Can I explain how germs spread and how they affect my health?

Can I explain the difference between healthy and unhealthy choices?

Road Safety

Can I explain how to cross the road safely?

Can I recognise a range of safe places to cross the road?

Can I explain the difference between safe and risky choices?

Religious Education

Creation - Who made the world?

Can I retell the story of Creation (Genesis 1:1-2.3)?

Can I explain that Creation is 'the beginning' of the Bible?

Can I say what the story tells us about God, Creation and the world?

Can I give an example of what Christians do to say thank you to God for the Creation?

Can I think, talk and ask questions about living in an amazing world?

Incarnation - Why does Christmas matter to Christians?

Can I give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians?

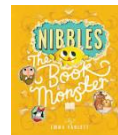
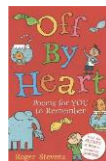
Can I explain that stories of Jesus' life come from the Gospels?

Can I give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas?

Can I explain what I personally have to be thankful for at Christmas time?

Year One Autumn Term 2025

Journeys



**Where will the penguin take us
around our school grounds?**

**"Go in peace, your journey has the Lord's
approval" Judges 18:6**

Heartsmart Principles

'Get Heartsmart'

'Don't forget to let the love in'

P.E.

**master basic movements
including running, jumping,
throwing and catching, as
well as developing
balance, agility and co-
ordination, and begin to
apply these in a range of
activities**

**'Attack, defend and shoot'
unit**

'Gymnastics' unit

Music

Can I use my voice
expressively and creatively by
singing songs and speaking
chants and rhymes?

Can I play tuned and untuned
instruments musically?

Can I listen with
concentration and understand
a range of high-quality live
and recorded music?

Can I experiment with,
create, select and combine
sounds using the inter-related
dimensions of music?

Design and Technology

- Use a range of materials creatively to design and make products

Can I investigate play equipment in our school grounds and identify the materials they are made from?

Can I photograph and label playground equipment using technical vocabulary (wall, tower, framework, base, joint, materials, shape names)?

Can I suggest and design a piece of play equipment, labelling it using technical vocabulary?

Can I select appropriate tools, materials and joining techniques?

Can I evaluate my own product, describing how well it works, and suggest ways to improve it?

Key vocabulary: cut, fold, join, fix, product, structure, wall, tower, base, frame, weak, strong, side, edge, surface, design, make, evaluate

Computing

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Online Safety

Can I login to Purple Mash safely and explain why this is important?

Can I search for resources on Purple Mash?

Can I use the save, print, open and new functions on Purple Mash?

Can I create a picture and save it to my online space on Purple Mash?

Can I find, open and add text and pictures to saved work on my online space on Purple Mash?

Can I explore the games area on Purple Mash?

Geography

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key knowledge (sticky facts):

a plan view and an aerial view are from above; aerial and plan views are different from side views; maps are drawn from an aerial view; maps help us understand where things are located; maps give us information about places; maps use symbols to show where certain things are; location means the place where something is; we can give directions such as forwards, backwards, left or right; a compass has four points (north, south, east, west); a compass can be used to find direction;

Can I use a 'viewer' to help me describe and compare plan views of familiar objects?
Can I draw a side view and plan view of familiar objects on a table and describe the difference?

Can I create a plan of the classroom using photographs taken from above?

Can I use language left, right, forwards, backwards to describe a route taken in the classroom?

Can I use small world toys/classroom resources to create a 3-d story map?

Can I use simple compass directions (north, south, east, west) to describe what I can see in our playground and where?

Can I use an aerial view photograph to create a map?

Key Vocabulary: left, right, forwards, backwards, plan, aerial, above, view, map, symbol, direction, far/further/furthest, near/nearby/nearer/nearest, place/location, close/closer/closest, north, south, east, west, compass, vegetation, building, environment

Science

PLANTS (Biology)

- Identify and name a variety deciduous and evergreen trees
- Identify and describe the basic structure of a variety of trees

Key knowledge (sticky facts):

all trees have the same basic parts; the roots of a plant act as an anchor, fixing the plant into the ground (they also absorb water and minerals to help the plant to grow); the stem of a plant grows above the ground; the leaves and flowers grow from the stem (the stem is also used to transport water and minerals around the plant); a plant's leaves absorb sunlight and turn it into energy that the plant uses to grow; bark & leaves are different on all trees; evergreen trees keep their leaves all year around and deciduous trees drop their leaves during autumn time and grow fresh leaves in spring time

Can I draw and label the main parts of our class tree in Autumn?

Can I collect, sort and describe leaves collected from trees in our school grounds?

Can I use a 'leaf spotters guide' to identify some trees in our school grounds by their leaves?

Can I investigate and describe the bark on different trees in our school grounds?

Can I explain the differences between deciduous and evergreen trees?

Can I identify some deciduous and evergreen trees in the school grounds?

Can I investigate differences between deciduous and evergreen leaves?

Key Vocabulary: tree, roots, stem, trunk, bark, branch, fruit, seed, leaf, evergreen, deciduous, soil,

SEASONAL CHANGE (Physics)

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

Key knowledge (sticky facts):

our four seasons are autumn, winter, spring and summer; we have colder weather in autumn and winter; daylight hours are shorter in winter; a rain gauge measures how much rain has fallen; a wind vane shows which way the wind is blowing; a thermometer measures temperature; there are different types of clouds; clouds are made of tiny droplets of water floating in the air; dark clouds carry more water; a weather forecast tells us what the weather will be like in the next few days and can help us to prepare for different kinds of weather

Can I measure rainfall over a number of weeks using a rain gauge?

Can I make a wind vane to investigate the direction of the wind?

Can I measure the temperature outside and inside using a thermometer?

Can I use an iPad to record different types of cloud?

Can I create and use weather symbols?

Can I investigate how day length changes during Autumn?

Can I describe typical weather in Autumn?

Can I interpret a weather forecast and suggest ways to prepare for the forecasted weather?

Key vocabulary: season, autumn, winter, weather, forecast, symbol, rain gauge, wind vane, temperature, thermometer, cloud, wind, rain, frost, storm, thunder, lightning, flood

Maths

Place value

count to and across 10 (then 20), forwards and backwards, beginning with 0 or 1, or from any given number

count, read and write numbers to 10 (then 20) in numerals

given a number, identify one more and one 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

read and write numbers from 1 to 10 (then 20) in numerals

Can I sort and count objects?

Can I count, read, write numbers from 0-10 forwards and backwards?

Can I represent numbers to 10 in different ways?

Can I count 1 more and 1 less than a number to 10?

Can I compare groups of objects using language equal, more/greater, less/fewer?

Can I begin to use $>$ $<$ and $=$ symbols to compare numbers and amounts?

Can I order numbers and groups of objects?

Can I use ordinal numbers (1st, 2nd, 3rd ...)

Can I use a number line?

Addition & subtraction

read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

represent and use number bonds and related subtraction facts within 10

add and subtract one-digit numbers to 10, including zero

solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.

Can I make the same total in different ways?

Can I find and remember some addition facts?

Can I explain what the addition symbol means?

Can I find ways of finding all possibilities?

Can I find all the pairs of numbers which add up to 10?

Can I add two groups of objects together?

Can I add more to a given number?

Can I take some away to find how many are left?

Can I explain what the subtraction symbol means?

Can I find and remember some subtraction facts?

Can I count backwards?

Can I find the difference between two quantities?

Can I compare addition and subtraction statements, explaining which is more or less?

Shape

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].

Can I sort, recognise and name 2-d and 3-d shapes?

Can I create patterns with 2-d and 3-d shapes?

English

Writing:

Texts: Look Up by Nathan Bryon, Lost and Found by Oliver Jeffers, Poetry 'There Are No Such Thing As Monsters!!' by Roger Stevens, Nibbles the Book Monster by Emma Yarlett

Writing outcomes: *To retell and rewrite a familiar story; To write an adventure story, To write a poem, To write a diary entry*

Can I break down speech into words?

Can I compose a sentence orally before writing it?

Can I combine words to make sentences?

Can I leave spaces between words?

Can I link sounds to letters?

Can I make phonetically plausible attempts at words?

Can I spell words containing phonemes I have already learned?

Can I write some irregular common words?

Can I join words using 'and'?

Can I begin to use capital letters and full stops?

Can I use capital letters for names of people and the personal pronoun 'I'?

Can I use plural noun suffixes -s and -es?

Can I use some story language?

Can I include and describe a new animal character?

Can I include and describe a story setting?

Can I describe a new setting (greater depth)?

Can I write simple sentences in sequence?

Can I sequence sentences to form short narratives?

Can I use pronouns (he, she, it) to link ideas?

Can I use time connectives (first, then, next, after that) to sequence ideas?

Can I include a beginning, middle and end in my story?

Reading:

Can I say quickly the sounds for all the letters and letter groups I have been taught?

Can I read new words by blending the letters and letter groups I have been taught?

Can I read some common exception words and see where the letter sounds are different?

Can I read words ending in -s and -es?

Can I read aloud books that use letters and letter groups that I have been taught and re-read them with increasing fluency and confidence?

Can I enjoy and understand a range of stories, poems and non-fiction texts by hearing them read and talk about them with others?

Can I enjoy and talk about stories which link to things I have experienced?

Can I enjoy and understand rhymes and poems and recite some by heart?

Can I talk about the title and events in books I have read or heard read?

Can I say what might happen next in a story?