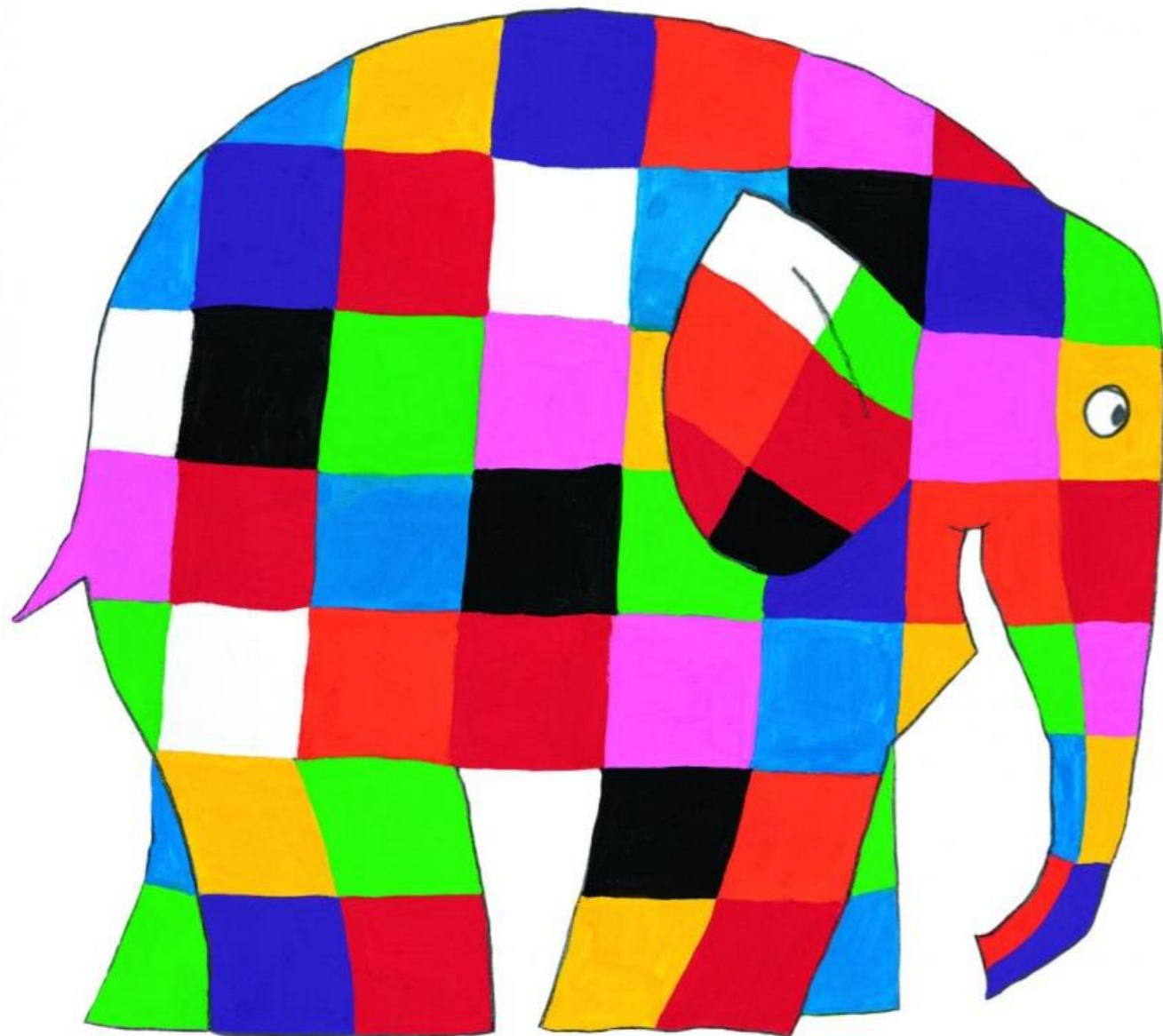








This is Me



Year: 1

Term: Autumn 1

2025-2026

| <p style="text-align: center;"><u>Tier 1</u></p> <p style="text-align: center;"><u>(Known Words)</u></p> | <p style="text-align: center;"><u>Tier 2</u></p> <p style="text-align: center;"><u>(Sentence and Visual)</u></p> | <p style="text-align: center;"><u>Tier 3</u></p> |
|---|--|--|
| <p>body, head, hand, arm, foot, leg, neck, face, shoulder, knee, fingers, toes, back, hair, eyes, nose, ears, mouth, skin, tongue, teeth & face</p> | <p>human body</p>  <p>sight </p> <p>sound </p> <p>smell </p> <p>touch </p> <p>taste </p> <p>The five senses are sight, sound, smell, touch and taste.</p> | <p>Skeleton</p> <p>The skeleton supports the body and protects softer body parts.</p> <p>Muscles</p> <p>Muscles move parts of the body.</p> <p>Blood</p> <p>Blood transports oxygen around the body.</p> <p>Unique</p> <p>Being unique means you are different to everyone else.</p> |

English (Objectives)

GPS:

- Separate words with spaces.
- Use punctuation to demarcate simple sentences (capital letters and full stops).
- Use capital letter for the personal pronoun I.
- Use capital letters for names of people, places and days of the week.
- Use the joining word and to link words and clauses.

Reading Comprehension

- Listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Link what they have read to own experiences.
- Recognise and join in with predictable phrases.
- Become familiar with key stories, fairy stories and traditional tales.
- Orally retell familiar stories.
- Check that texts make sense while reading and self-correct. Explain clearly their understanding of what is read to them.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how
- Identify and discuss the main characters in stories.
- Discuss the title and how it relates to the events in the whole story.
- Make basic inferences about what is being said and done.
- Make predictions based on what has been read so far.
- Participate in discussion and take turns.
- Listen to what others say.

Writing (Objectives and Outcome):

Composition

- Say out loud what they are going to write about.
- Compose a sentence orally before writing it.
- Write simple sentences that can be read by themselves and others.
- Re-read sentences to check it makes sense.
- Sequence sentences to form short narratives.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly to be heard by their peers and the teacher.

Handwriting

- Sit correctly at a table holding a pencil correctly.
- Form lower-case letters correctly - starting and finishing in the right place, going the right way around, correctly oriented.
- Form capital letters correctly.
- Form digits 0-9 correctly.
- Practice forming letters in handwriting families: 'Long ladders' - i, j, l, t, u, 'One armed robots' - b, h, m, n, p, r 'Curly caterpillars' - c, a, d, e, g, o, q, f, s -Zig-zag letters - k, v, w, x, y, z

Spelling

- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.
- Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back.
- Spell words with n before k e.g. bank, think.
- Divide words into syllables, e.g. pocket.

Maths (Red Rose Maths Mastery)

Number and Place Value

Measurement - Length and Mass

Addition and Subtraction

Geometry - 2D and 3D shapes

Science

Observations of the local area

Seasonal changes

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

Skills:

- **Questioning**
- Asking simple questions and recognising that they can be answered in different ways.
- **Recording**
- Gathering and recording data to help in answering questions. identifying and classifying.
- **Concluding**
- Using their observations and ideas to suggest answers to questions.

Geography

What can we see around our school

Skills and fieldwork

- Use simple fieldwork and observational skills to study the geography of their school and its grounds.
- Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes.
- Devise a simple map.
- Use basic geographical vocabulary to refer to key human features including: house, shop, town.

Enrichment (Visits/Visitors/Parent Showcase)

Local area walk

Art

Draw & Paint Clay elephant

Exploring and developing ideas

- Record and explore ideas from firsthand observations.
- Ask and answer questions about the starting point for their work.
- Develop their ideas, try things out, change their minds.

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, charcoal, ballpoints, chalk.
- Control the types of marks made with the range of media.
- Name, match and draw lines/marks from observations.
- Invent new lines
- Draw on different surfaces with a range of media.
- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.

Painting

- Use a variety of tools and techniques including different brush sizes and types.
- Mix and match colours to artefacts and objects.
- Work on different scales
- Mix primary shades and tones.
- Mix secondary colours

Painting

- Name different types of paint and their properties e.g. watercolour
- Identify primary and secondary colours by name.

RE- Christianity -God

Music - sing

Menu song and Hathi's March

ICT Teach computing

Technology around us

PSHE (Unit)

Families and friendships
Roles of different people

DT

Clay elephant

Evaluation of existing products

- Explore existing products and investigate how they have been made.
- Decide how existing products do/do not achieve their purpose.

Structures

Explore how to make structures stronger.

Design

- Use pictures and words to convey what they want to design/make.
- Propose more than one idea for their product.
- Select appropriate technique explaining First... Next... Last...
- Explore ideas by rearranging materials.
- Select pictures to help develop ideas.
- Describe their models and drawings of ideas and intentions.

Make

- Discuss their work as it progresses.
- Select materials from a limited range that will meet the design criteria.
- Talk about their design as they develop and identify good and bad points.
- Note changes made during the making process as annotation to plans/ drawings.

P.E (Unit)

Dance and games - overarm throw.