

Life in all its fullness - through learning and love.



Termly Core Plan

Literacy											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic -Fiction 2 :Stories with familiar settings	Topic – Fiction 2: Stories with familiar settings	Topic – Fiction 1: Stories with repeating patterns	Topic – Fiction 1: stories with repeating patterns	Topic -Non-fiction -labels, lists and signs	Topic – Non-fiction-Labels, lists and signs	Topic -Non-fiction 2 - Information texts	Topic – Non-fiction texts2 - Information texts	Topic – Poetry 1 - songs and repetitive poems	Topic -Poetry 1 - Songs and repetitive poems	Topic -Poetry 2 - Poems with Pattern and rhyme	Topic -poetry 2 – Poems with pattern and rhyme
Key Knowledge – Write, leaving spaces between words	Key Knowledge - Use capital letters for the names of people, places, days of the week etc	Key Knowledge - Write leaving spaces between words Begin to punctuate sentences using a capital letter and a full stop	Key Knowledge - Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark Use grammatical terminology	Key Knowledge – Write leaving spaces between words To know when we use lists, labels and signs	Key Knowledge – To know how to find information from writing Features of labels, lists and signs	Key Knowledge – Know the differences between fiction and non-fiction texts	Key Knowledge - To know fiction terminology, list, alphabetical order, contents etc. Use grammatical terminology	Key Knowledge – To know what is meant by repeating/repetitive To use knowledge of lists to write own repetitive, list poetry	Key Knowledge – To begin to know what is meant by alliteration To use knowledge of repetition to create alliterative, list poetry	Key Knowledge – To know what is meant by a ‘chant’ To know how to develop a chant with a repetitive pattern	Key Knowledge - To know how to compose a skipping/chanting poem To know how to perform a poem
Vocabulary – Finger spaces Full stops Sentence	Vocabulary – Upper case Lower case Names Places	Vocabulary – Story Repeated refrain Repetition Again and again	Vocabulary – Repeating pattern Which words repeat?	Vocabulary – Label List sign	Vocabulary - Information Features of: List Label	Vocabulary – Fiction Non-fiction Features of	Vocabulary - Alphabetical order Contents list Page numbers	Vocabulary – Poem Poetry Repetitive Rhyme	Vocabulary – List Repeating pattern Alliteration	Vocabulary – Chant Pattern Song Repeat	Vocabulary - Perform Compose Chant Repeat

					sign		Glossary	Copy			Rhythm
Maths											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic -Number: Place value (Within 10)	Topic - -Number: Place value (Within 10)	Topic - -Number: Place value (Within 10)	Topic - -Number: Place value (Within 10)	Topic - Number: Place value (within 10)	Topic - Number: (Addition and Subtraction (within 10)	Topic - Number: (Addition and Subtraction (within 10)	Topic - Number: (Addition and Subtraction (within 10)	Topic - Number: (Addition and Subtraction (within 10)	Topic – Number: (Addition and Subtraction (within 10)	Topic - Geometry (shape)	Topic - Consolidation
Key Knowledge – Sort and count objects Count objects from a larger group Represent objects	Key Knowledge – Recognise numbers as words Count on from any number I more	Key Knowledge - Count backwards from any number 1 less	Key Knowledge – Compare groups by matching Fewer, more, same Less than greater than equal to	Key Knowledge - Compare numbers Order objects and numbers The number line	Key Knowledge - Introduction to parts and wholes Part whole model Write number sentences	Key Knowledge - Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10	Key Knowledge - Addition – add together Addition – add more Addition problems	Key Knowledge - Find a part Subtraction – find a part Fact families – the eight facts	Key Knowledge - Subtraction – take away/cross out, how many left? Subtraction on a numberline Add or subtract 1 or 2	Key Knowledge - 2D shape names, circle, rectangle (including square), triangle 3D shape names, Cuboids (including cubes), pyramids and spheres	Key Knowledge - Identify and represent numbers using objects and pictorial representations including the number line
Vocabulary – Numeral words to ten Forwards Backwards From To	Vocabulary – Count Numeral Word	Vocabulary – One more than One less than	Vocabulary – equal to, more than, less than, fewer, most, least compare less than greater than	Vocabulary – Numberline Order compare	Vocabulary Part Whole Add Makes Total Number sentence	Vocabulary – Fact families Number bonds Part whole model	Vocabulary - Problem Pictures/pictorial Concrete objects Addition subtraction	Vocabulary – Fact families eight facts	Vocabulary – Subtract Take away How many left? Numberline	Vocabulary –2D shape names, circle, rectangle (including square), triangle 3D shape names, Cuboids (including cubes), pyramids and spheres	Vocabulary – Represent with pictures Number line

								answered in different ways observing closely, using simple equipment			answered in different ways	
	Key Knowledge That we have many different body parts and each part has a name and a purpose-	Key Knowledge That we have 5 senses	Key Knowledge That our senses help us find out about the world around us and can keep us safe	Key Knowledge That there are 5 main groups of animals	Key Knowledge That animals are structured in a variety of ways	Key Knowledge Animal can be grouped by what they eat Animal can be grouped by what they eat	Key Knowledge I know there are four seasons and we are experiencing Autumn	Key Knowledge I can talk about changes in the weather due to the Winter	Key Knowledge That the typical weather for Autumn is cooler than Summer but with some bright days.	Key Knowledge I know the change in weather will affect my choices	Key Knowledge I know Autumn will create changes around me	Key Knowledge I know how Winter will affect myself and animals due to cold and rainfall -
<p>Topic Vocabulary – body part names, senses, touch, taste, smell, hear, discover, likes, dislikes, choices, movement, muscles, skeleton, blood, tissue, amphibians, mammals, reptiles, carnivores, herbivores, omnivores</p> <p>Weather, Autumn, Winter, cold, measure, daylight hours, sun strength, changes, rainfall, measure, typical,</p>												
Physical Education Topic Focus – Ball skills	NC Objective - To master basic movements including running, jumping, throwing and catching and begin to apply	NC Objective - To master basic movements including running, jumping, throwing and catching and	NC Objective - To master basic movements including running, jumping, throwing and catching and begin to apply	NC Objective - To become increasingly competent and confident and access a broad range of opportunities to extend their	NC Objective - To become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance	NC Objective - To become increasingly competent and confident and access a broad range of opportunities	NC Objective - To master basic movements including running, jumping, throwing and catching and begin to apply	NC Objective - To master basic movements including running, jumping, throwing and catching and begin to apply	NC Objective - To master basic movements including running, jumping, throwing and catching and begin to apply	NC Objective - To become increasingly competent and confident and access a broad range of opportunities to extend their	NC Objective - To become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance	NC Objective - To become increasingly competent and confident and access a broad range of opportunities to extend their

Gymnastics	these in a range of activities	begin to apply these in a range of activities	these in a range of activities	agility, balance and coordination, individually and with others.	and coordination, individually and with others.	to extend their agility, balance and coordination, individually and with others.	these in a range of activities	these in a range of activities	these in a range of activities	agility, balance and coordination, individually and with others.	and coordination, individually and with others.	agility, balance and coordination, individually and with others.
	Key Knowledge – I can begin to accurately throw a ball towards a target.	Key Knowledge – I can track a ball in a controlled and balanced movement.	Key Knowledge – I can receive a ball successfully by co-ordinating my body and remaining balanced.	Key Knowledge – I can start to dribble a ball with either my feet or hands.	Key Knowledge – I can utilise these skills in basic game situations and co-ordinate with team mates.	Key Knowledge - I can travel in different ways, changing speeds safely.	Key Knowledge I can link to actions to make a sequence.	Key Knowledge - I can begin to move with control and care, navigating through different objects and equipment.	Key Knowledge - I can carry out a range of simple jumps and land safely.	Key Knowledge - I can hold still shapes and simple balances.	Key Knowledge - I can create, perform and copy a movement sequence with a beginning, middle and end.	Key Knowledge – I can create, perform and copy a movement sequence with a beginning, middle and end.
	<p>Topic Vocabulary – Fundamental skills: run, jump, throw, catch. accurate, hand-eye coordination,</p> <p>Gymnastics : balance, agility, move, control, movement, compose, repeating, sequence, confidence, improve, evaluation, space, technique</p>											
Religious Education	Objective – To know that food is harvested all around the world	Objective - To know which foods we enjoy the most	Objective – To know that people harvest around the world and share it. Or do they?	Objective - To know how food is harvested	Objective - That people of all faiths celebrate Harvest time	Objective - To know that God created us to be creative	Objective - The wonder of God the creator	Objective - Comparing stories of creation	Objective – To explore natural wonders, Gods gifts to us Talk about Human impact on the world	Objective - To explore Creation in art form	Objective - To understand the true meaning of Christmas	Objective - To understand how we feel when we give and receive gifts
	Key Knowledge – to know where our food comes from	Key Knowledge - We can choose from a wide range of foods	Key Knowledge -That we can help others. That Christian organisations are helping others.	Key Knowledge Harvesting takes place all around the world	Key Knowledge --That many faiths celebrate Harvest	Key Knowledge -We can be creative in many different ways	Key Knowledge –That creation is made of different elements	Key Knowledge -The creation story is interpreted in many ways	Key Knowledge – That we can do things to help look after God’s creation	Key Knowledge -Creation is beautiful but we need to take care of it.	Key Knowledge -To know that a gift does not always have to be an object	Key Knowledge -Giving and receiving gifts promote different feelings.
	<p>Topic Vocabulary –1.1 – Harvest, Harvest festival, Christian Aid 1.2God, creation, Genesis, pollution, world, environment, psalms and hymns 1.3 Gift, Wise men, Jesus, promise and St Nicholas</p>											

Term: Autumn

Year Group: 1

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