



YEAR 1 / AUTUMN 2

WHAT IS SPECIAL ABOUT OUR LOCAL AREA?

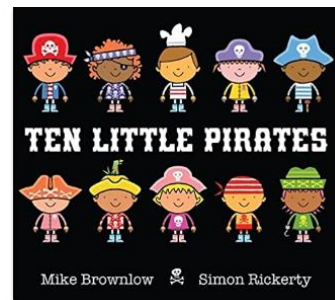
ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS

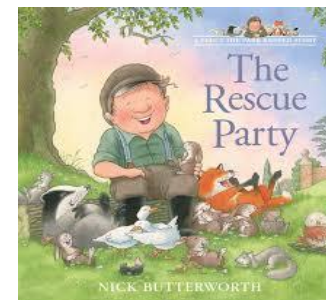
WHERE THE WILD THINGS ARE



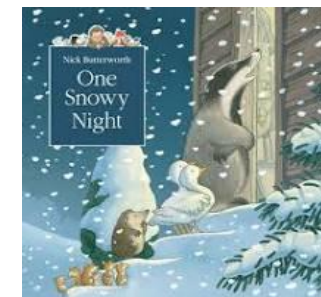
STORY AND PICTURES BY MAURICE SENDAK



Mike Brownlow & Simon Rickerty



NICK BUTTERWORTH



One Snowy Night



ACADEMIC EXCELLENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Encourage the children to focus independently for short periods and take ownership of their work ✓ Focus on next steps and act on feedback to improve ✓ Encourage the children to have a 'can do' attitude and willingly correct mistakes ✓ Independently access learning opportunities
POSSIBILITIES AND RISKS	<p>We will</p> <ul style="list-style-type: none"> ✓ Provide learning opportunities for children to take appropriate risks ✓ Offer challenges and encourage children to seek support when needed ✓ Support children to manage their emotions and to continue to develop effective relationships ✓ Encourage children to complete given tasks to the best of their ability

LEARNING TO LEARN	<p>We will</p> <ul style="list-style-type: none"> ✓ Review and develop our understanding of the 5Rs with a particular focus on 'Reflection' in Autumn 2. We will also continue to work towards achieving our Learning to Learn awards ✓ Celebrate their own and others' successes ✓ Encourage attempting more than one approach when tackling a problem ✓ Model effective learning skills
SOCIAL INTELLIGENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Continue to encourage children to take on roles according to their preferences and personalities ✓ Discuss and adapt behaviours according to environments and audiences – home, school, school visits ✓ Model skills for social intelligence – sharing / turn taking ✓ Deliver assemblies that offer opportunities for the children to appreciate, respect and celebrate difference



ENGLISH	READING	<ul style="list-style-type: none"> ✓ Read words containing –s, –es, –ing, -ed ✓ Re read books to develop fluency and confidence in word reading ✓ Link what they read or hear read, to their own experiences ✓ Discuss word meanings, linking new meanings to those already known.
	WRITING	<ul style="list-style-type: none"> ✓ Sequence sentences to form short narratives ✓ Re read what they have written to check it makes sense ✓ Join words and joining clauses using ‘and’ and ‘because’ ✓ Use capital letter for peoples names, places, days of the week and ‘I’ ✓ Handwriting – form capital letters ✓ Begin to punctuate sentences using a full stop, question mark or exclamation mark.
	SPELLING / PHONICS	<ul style="list-style-type: none"> ✓ Spell days of the week ✓ Spell common exception words ✓ Use letter names ✓ Use -ed and -ing suffixes where no change is needed to the root words ✓ Use the spelling rule for adding –s or –es as the plural marker for nouns.
	SPOKEN LANGUAGE	<ul style="list-style-type: none"> ✓ Listen and respond appropriately to adults and their peers ✓ Ask relevant questions to build their vocabulary ✓ Build on vocabulary

MATHS	<p>Subtraction within 10</p> <ul style="list-style-type: none"> ✓ Crossing out ✓ Using number bonds ✓ Counting back ✓ Subtraction stories ✓ Picture problems ✓ Addition and subtraction <p>Positions</p> <ul style="list-style-type: none"> ✓ Ordinal numbers ✓ Left and right positions <p>Numbers to 20</p> <ul style="list-style-type: none"> ✓ Counting to 20 ✓ Writing numbers to 20 ✓ Comparing numbers ✓ Ordering numbers ✓ Number patterns
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SCIENCE	<p>Work Scientifically</p> <ul style="list-style-type: none"> ✓ Observe closely and use simple equipment ✓ Ask simple questions ✓ Use observations and ideas to suggest answers to questions <p>Everyday Materials</p> <ul style="list-style-type: none"> ✓ Distinguish between an object and the material from which it is made. ✓ Describe simple physical properties of a variety of everyday materials ✓ Compare and group materials based on their physical properties ✓ Identify and name everyday materials
HISTORY	<ul style="list-style-type: none"> ✓ Who was Guy Fawkes and why do people celebrate bonfire night? ✓ What did Alderley Edge look like in the past? How has it changed?

COMPUTING	<p>Pictograms- 2Count</p> <ul style="list-style-type: none"> ✓ To collect data and create a simple pictogram ✓ To record results ✓ To discuss what the pictogram shows
GEOGRAPHY	<p>Local Area- Alderley Edge Study</p> <ul style="list-style-type: none"> ✓ Use basic geographical vocabulary ✓ Look at human and physical geography in Alderley Edge ✓ Produce simple maps and describe routes ✓ Name and locate the 4 countries and capitals in the UK ✓ Understand what each part of your address is. ✓ Label an aerial photo of the school ✓ Compare AE to Manchester ✓ Use vocabulary left/right/near/far/ ✓ Use and understand symbols on a map



MFL	NOT COVERED IN KS1	PHYSICAL EDUCATION	<ul style="list-style-type: none"> ✓ Be aware of and perform some of the 5 principles of dance, linking actions together ✓ Develop simple movement patterns focusing on cheerleading skills and remember and repeat them ✓ Respond and perform movement patterns to music, understanding the beat ✓ Begin to work with a partner to create a simple dance motif to music ✓ Begin to play small sided ball games, learning to follow simple rules. ✓ Begin to understand the importance of decision making when playing games.
DESIGN TECHNOLOGY	<p>Textiles</p> <ul style="list-style-type: none"> ✓ Weaving and joining fabrics ✓ Use simple design criteria to help develop their ideas ✓ Assemble join and combine materials ✓ Suggest ways to improve their product <p>Structures / Designing a Home</p> <ul style="list-style-type: none"> ✓ Know about the simple working characteristics of materials and components ✓ Consider how freestanding structures can be made stronger, stiffer and more stable ✓ Know how to use tools safely ✓ Use knowledge of existing products/houses to help generate ideas 		ART AND DESIGN
MUSIC	<ul style="list-style-type: none"> ✓ Respond to, and demonstrate fast and slow movement to music. (Tempo) ✓ Recognise longer and shorter sounds. (Rhythm) ✓ Show the underlying beat of simple, familiar songs. ✓ Respond to the quality of simple contrasting rhymes and songs, showing that some march and others skip. (Metre) ✓ Join in with the class, performing new and known material. 	RELIGIOUS EDUCATION	
PSHE	<ul style="list-style-type: none"> ✓ Importance of rules for safety and listening to people we trust ✓ P4C ✓ 'My Happy mind'- Celebrate ✓ No Outsiders – Focus on boys and girls playing games together and the importance of including everyone 	ENRICHMENT	<ul style="list-style-type: none"> ✓ Children in Need Day – 18th November 2022 ✓ St Andrews' Day 30.11.22 ✓ Road Safety Week- Week Commencing- 18th November ✓ Anti Bullying Week- Week Commencing- 18th November ✓ Christmas Production