Autumn 1
Parent Overview – Year 1 MTP 26/27

Music

Key knowledge/skills

- *Clap the rhythm of their name in time to the pulse.*
- *Sing and copy a rhythm in time with the pulse.*
- *Keep the pulse while playing a rhythm on an instrument.*

Vocabulary:

Pulse, singing voice, speaking voice, voice

Maths

Place Value Within 10

Learning to represent and compare numbers within 10

Vocabulary: Sort, Group, Set, Same, Different, Count, Number, Number Word, Object, Represent, Forwards, Backwards, Count On, Count Back, One More, One Less, Before, After, More, Fewer, Less Than, Greater Than, Equal To, Compare, Match, Order, Greatest, Smallest, Most, Fewest, Number Track, Number Line

Addition and Subtraction Within 10

Learning to add and subtract numbers within 10

Vocabulary: Whole, Part-Whole Model, Addition, Subtraction, Add, Subtract, Number Sentence, Fact Family, Addition Facts, Number Bond

Literacy

We will be learning new vocabulary, how to sequence a story, developing comprehension on the text we have read and how to write captions, signs, and cards.

Key Texts:

1. *And Tango Makes Three*

Themes:

Family, relationships, animal kingdom, penguins, zoos

Vocabulary:

Character, Narrative, Question, Letter, Advice, Caption, Because, Penguin, Chick, Egg, Hatch, Nest, Scrape, Zookeeper, Habitat, Species, Waddle, Lay, Bow, Friendship, Family, Belonging, Care, Love, Happy, Joyful, Excited, Confused, Lonely, Unhappy, Jealous

Provision: play opportunities/themes in areas:

- ***Week 1*** *- Phonics games*
- ***Week 2*** *- Recognising numbers up to 10*
- ***Week 3*** *- Penguins and zoos*
- ***Week 4*** *- Less than, greater than, equal to*
- ***Week 5*** *- Family types in nature*
- ***Week 6*** *- Part-whole models*

Art/DT

Art - Drawing: exploring line and shape

Key knowledge/skills

- ***Shape:*** *Know a range of common shapes so they can identify and use them in their artwork.*
- ***Texture:*** *Know different tools, and how they are used, create different types of marks.*
- ***Tone:*** *Know changing pressure when drawing can create light and dark tones.*

Vocabulary

Artist, Control, Line, Pressure, Shape

Geography - What is the weather like here?

Key knowledge

- *Name and locate the four countries on a map of the UK.*
- *Identify the country they live in.*
- *Identify the four seasons and the current season and describe some seasonal changes.*
- *Identify the four compass directions.*
- *Identify that the arrow on a compass always shows north.*
- *Use the compass directions to describe the location of features.*
- *Observe and describe daily weather patterns.*
- *Suggest appropriate clothing and activities for each season.*

Vocabulary:

Atlas, Autumn, Direction, East, England, Europe, Map, North, Northern Ireland, Place, Scotland, Season, South, Spring, Summer, United Kingdom, Wales, Weather, West, Winter

SCIENCE - Seasonal Changes

Key knowledge

- *Name the four seasons in order and describe the typical weather in each.*
- *Name some activities and events in the four seasons.*
- *Describe the appearance of a tree's leaves in each season.*
- *Recall that summer has the most daylight hours and winter has the least daylight hours.*
- *Record data about the temperature across the four seasons.*
- *Label a map of the UK with capital cities and seasonal weather symbols.*

Vocabulary:

Deciduous Tree, Evergreen Tree, Season, Weather, Autumn, Winter, Summer, Science

RE- Why is belonging to God and the Church family important for Christians?

- *Recognise that a baby being christened important for Christians.*
- *Remember something that happened when children came to see Jesus.*
- *Name some items used at a baptism (candle, shell, water).*

Vocabulary

Bible, Christian, Christianity, church, God, christening, infant, baptism, belong, welcome, font, godparents, prayer

PSHE - My Healthy Self

Key knowledge/Skills:

- *Name the six basic emotions and recognise them using face and body clues.*
- *Describe emotions as comfortable or uncomfortable and identify what makes them feel calm, relaxed or excited.*
- *Identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better.*
- *Say how they feel and identify trusted adults who can help when feelings feel difficult*

Vocabulary

Angry, annoyed, body, calm, comfortable, disgust, fear, happy, worried

PE - Team Building

Key knowledge/Skills:

- ***To work with a partner to complete challenges***
- ***To develop talking. listening, and sharing skills***
- ***To plan with a partner and small group to complete challenges***

Vocabulary

Run, jump, hit, balance, coordination, determination, confidence