

YEAR : English 1: Learning Journey: Autumn 1: Instructions

What I already know:

Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Key Vocabulary:

Instructions, noun, verb, adjectives, connective, conjunction, past tense, imperative verb/command, order, bullet points/numbers, and, but, then, so, first, next, after, cut, move, fold, stir, colour and paint.

To understand what a noun is.

To use adjectives to describe a noun.



To change verbs to the past tense.

To use simple words to join sentences together e.g. and

To be able to use imperative verbs.



Use of numbers/bullet points and time sequence

To write a set of instructions for how to hide a lion at school.

What I need to remember:

Genre
Instructions are written in time order.
I can use bullet points to set out my instructions.
I can use imperative verbs.

SPAG
Remember to use:
Capital letters
Full stops
Finger spaces
Fred Fingers



YEAR : English 1: Learning Journey: Autumn 1: Report

What I already know:

Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. In previous topic children have understood what a noun is, constructed a set of instructions using imperative verbs.

Key Vocabulary:

Report, fact file, lion, cats, lists, captions, conjunctions, nouns.

To understand what an adjective is.

To use adjectives to describe a noun.



To use connectives to construct simple sentences.

To group similar ideas together.



To write in the past tense.

To add lists and captions to photos.



To write a report on Big Cats.

What I need to remember:

Genre
Reports are factual. They need similar ideas grouped together, with captions and pictures. The report needs to be written in past tense.

SPAG
Remember to use:
Capital letters
Full stops
Finger spaces
Fred Fingers

YEAR 1: ENGLISH 2: Learning Journey: Autumn 2: Fiction 1- Story retell

What I already know:

Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

In the previous topic I have started to extend sentences with conjunctions. I have learnt what a noun and adjective.

Key Vocabulary:

Story, tiger, noun, adjective, preposition, conjunctions, plot points, retell, fiction.

I know how to orally retell a story.

I understand what a preposition is and when to use one.



I can use adjectives to describe a noun.

I know the plot points within a story - Tiger that came to tea.



I can group sentences together using conjunctions

I can orally plan my story retell.



I can write a retell a story based on the tiger who came to tea.

What I need to remember:

Genre

Fiction - Tiger that came to tea.

Fiction books are stories that are made up.

SPAG

A noun can be a place, object or person.

Capital letters
Full stops

Finger spaces.
Conjunctions include
- and, but, or

YEAR : ENGLISH 4: Learning Journey: Autumn: Poetry

What I already know:

I have listened to poem.
I know poems can tell a story.
I know poems do not have to rhyme.
I know poems can be short.

Key Vocabulary:

Poem, perform, acrostic poem, rhyme, stanza

I can listen to poems and express my opinions about the poem.

I can read a simple poems.



I can talk about poems and what makes them special.

I know what an acrostic poem is.



I can perform parts of a poem.

I can say my sentence orally before I write it.



I can write an acrostic poem.

What I need to remember:

Genre

Poetry - poems do not have to rhyme.
Poems can be long or short.
Poems are written using stanzas.

SPAG

Capital letters
Full stops
Finger spaces
Adjectives
Nouns

YEAR 1: PLACE VALUE: Learning Journey Autumn 1

What I already know:

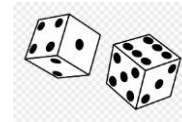
Understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10.

Key Vocabulary:

Representation, less than, more than, equals, count, compare, group, count on, sort, order, one less, one more, few, more, same, subitise, equal

To sort and count numbers to 10.

To recognise numbers as words.



To count on from a number.

To compare numbers.

To count backwards from a number.

To know one less and one more from a number.



What I need to remember:
Objects can be grouped in different ways.
Putting objects in an order will help to count in sequence.

To order numbers and objects.




$$1+2=3$$

YEAR 1: Maths: Learning Journey: Autumn1/2: Addition and Subtraction

What I already know:

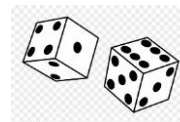
Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

Key Vocabulary:

Part-whole model, number sentences, part, whole, number bond, additional, add more, subtraction, take away, fact families, add, subtract, number line.

To be familiar with the Part-whole model.

To be able to write number sentences.



To know number bonds within and to 10.

Use of subtraction to take away and find a part.

Use addition to add more and answer word problems.



What I need to remember:
A whole can be made up of parts.
Number bonds to ten.
Addition is adding too.
Subtraction is taking away.

 $1+2=3$

To know fact families.



Add and subtract 1 or 2.

YEAR 1: Maths: Learning Journey: Autumn 2: Shape

What I already know:

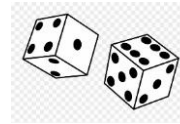
Spatial reasoning skills across all areas of mathematics including shape, space and measures. Developing positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Key Vocabulary:

2D, 3D, shapes, pattern, sort, square, rectangle, circle, triangle, cube, cuboid, cylinder, pyramid, faces, side, sphere.

To recognise and name 3D Shapes.

To sort 3D shapes.



To recognise and name 2D shapes.

Patterns with 2D shapes.

To sort 2D shapes



What I need to remember:
2D shapes are flat and only have sides and faces.
3D shapes have side, faces and many have edges.

 $1+2=3$

Patterns with 3D shapes.



YEAR 1 HISTORY - Nurturing Nurses Learning Journey (Autumn)

What I already know:

Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Vocabulary:

nurse, significant person, Florence Nightingale, Mary Seacole, Edith Cavell, hospital, famous, healer, war, compare, comparison, remember, inspired, overcome, challenge

I know what makes a person significant.



I can tell you some of the key events in Florence Nightingale's life.



I can tell you how Florence Nightingale improved nursing.

I can tell you some of the key events in Edith Cavell's life.

I can tell you some of the key events in Mary Seacole's life.

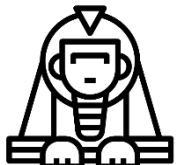
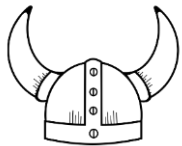
I can identify similarities and differences between the nurses.



I can recall the three famous nurses studied and their contribution to nursing.

What I need to remember:

- significant people have done something that has made a change.
- a nurse is a person who cares for people
- nurses mostly work in hospitals.



YEAR 1: SCIENCE: Learning Journey: Autumn: Seasons

What I already know:

I can name the four seasons of the year.
I can describe what the weather's like during each season.
I can describe what happens to most trees and plants during each season.
I can suggest which clothes to wear in each season.

Key Vocabulary:

season, month, weather, rainfall, temperature, wind speed, daylight hours, trees, plants, environment, information, data, signs, record, collect, sun safety.

I know the main changes in each season.

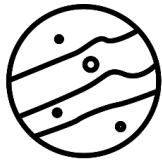


Observe and describe weather associated with the seasons and how day length varies.



I can gather and record data to help answer questions.

I can observe changes across the four seasons.



I can observe and describe weather associated with the seasons and how day length varies.



I can ask simple questions and recognising that they can be answered in different ways.

What I need to remember:
The four seasons of the year.

The months of the year and which season they fall under.

The weather and environmental changes during each season.

Ways in which we can collect data about the weather.

YEAR 1: SCIENCE: Learning Journey: Autumn: Everyday Materials

What I already know:

I can recall some basic materials.
I know some objects float and some sink.
I know that ice is frozen water / water is melted ice.
I know some materials are more appropriate to build certain objects with due to their properties.

Key Vocabulary:

Material, properties, hard, soft, smooth, rough, stretchy, stiff, flexible, inflexible, waterproof, not waterproof, transparent, translucent, opaque, solid, liquid.

I can describe the simple physical properties of a variety of everyday materials.

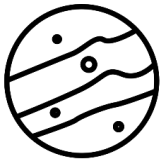


I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.



I can compare and group together a variety of everyday materials on the basis of their simple physical properties.

I can distinguish between an object and the material from which it is made.



Experiment

I can further explore materials in investigative work.



I can work scientifically.

What I need to remember:

To ensure we keep tests fair during investigative work.
To notice everyday materials in my surroundings.
To know that some objects are made from multiple materials.

YEAR 1: SCIENCE: Learning Journey: Autumn: Human Body

What I already know:

In Reception, or at home, children may have identified certain parts of the body through traditional songs and rhymes. Children build on this knowledge to name and identify a more extensive range of body parts.

Key Vocabulary:

neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, sound, taste, smell, touch, hear, see, sight

I can name and label the parts of the body.



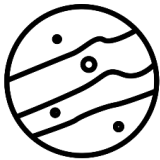
I know I see with my eyes. I can perform simple tests on sight.



I know I hear with my ears. I can perform simple tests on hearing.

I know I taste with my tongue. I can perform simple tests on taste.

I know I touch with my fingers. I can perform simple tests on touch.



I know I smell with my nose. I can perform simple tests on sight.



What I need to remember:

To ensure we keep tests fair during investigative work.

YEAR 1 GEOGRAPHY - Learning Journey Being a Geographer

(Autumn)

What I already know:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

Key Vocabulary:

where, local area, photograph, map, north, south, east, west, 4 point compass, address, observe, near, far, passport, distance, aerial view, pan, label, position, symbols, transport, route.

To understand what geography is.



To understand the difference between human and physical geography.



I can recognise human and physical features.



I can begin to recognise map symbols.

To know how to be a good geographer.

To locate local landmarks on a map.



What I need to remember:

Maps skills

Local means close by to me - school and my home are local areas to me.

Use a compass to follow directions.

To be a geography detective.



YEAR 1 COMPUTING - Learning Journey (Autumn 1)

What I already know:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Key Vocabulary:

keyboard, mouse, file, edit, technology, monitor, responsible, safely, confidence, cables, printer, save, open

To understand the use of technology within our classroom.

I know the main parts of a computer.



To be able to use a mouse

To be able to open and edit a file.

To be able to use a keyboard

To be able to use a computer responsibly.

What I need to remember:
The rules of using a computer in school.
Keep password and usernames safe.
Use the computer safely.

To be able to switch a computer on and off safely.



YEAR 1 COMPUTING - Learning Journey (Autumn 2)

What I already know:

Use the computer in a safe way.
Log into a computer system.
Open and edit files.
Save my work.

Key Vocabulary:

paint, brush, size, lines, cursor, pointer, shapes, click, digital, choice, comparisons, digital art, computer, mouse, digital art.

I can use the paint brush to create a digital pictures.

I can add lines and shape to a digital picture.



I can explain why I made a particular digital choice.

I can use a digital paint program by myself.

I can express my decisions for making digital painting choices.

I can compare computer art with art.

What I need to remember:
The rules of using a computer in school.
Keep password and usernames safe.
Use the computer safely.

I can create digital art.



YEAR 1 DESIGN TECHNOLOGY - Learning Journey (Autumn)

What I already know:

I know how to use knowledge of existing products to generate ideas.

I can follow a simple plan.

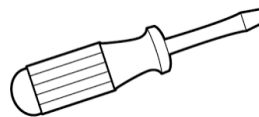
I can build simple structures, finding ways to make them stiffer and stronger.

Key Vocabulary:

Plan, make, cut, model, stick, glue, weave, material, textile, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical,

I can develop my ideas through talking and drawing.

I can make my product, exploring how it can be made stronger and more stable.

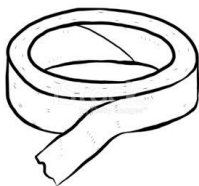


I can design purposeful, appealing products based on design criteria.

I can explore and evaluate a range of existing products.

I can select from and use a range of tools and equipment to perform practical tasks.

I can make my product, exploring how it can be made stronger and more stable.



What I need to remember:
To use a variety of materials to make my designs appealing.
To make a range of designs around a similar theme; building a repertoire of motifs and techniques.

I can evaluate my product against a design criteria.



YEAR 1 ART AND DESIGN - Learning Journey: Autumn: Simba and Me

What I already know:

I know and use the colours I have chosen.
I know how to use different size brushes.
I know that colours and shapes work together.
I know how to make different marks and textures.

Key Vocabulary:

Picture, painting, printing, image, likeness, sketch, colour, light, dark, oil paint, ink, paper, canvas, background, foreground, mood, compare, different, alike, select; seem; begin; Africa, lion, Edward Tingatinga.

To look closely at lions and carefully draw the shapes and lines to compose accurate pencil drawings.

To experience creating collage landscapes and shadow silhouettes.



To imagine and explore animal monoprints inspired by Edward Tingatinga.

To create detailed animal portraits using oil pastels; including a patterned border.



To refine collage and colour designs to include shape and composition choices.

What I need to remember:

To know the primary colours.
to know how to mix paint to make new colours.
to know the animal paintings of Edward Tingatinga.
to know how to look closely to make careful drawings.

To reflect on designs and skills to complete and evaluate my final piece.



YEAR 1 MUSIC - Learning Journey (Autumn)

What I already know:

Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Key Vocabulary:

music, pitch, tone, volume, sounds, coal, body percussion, beat, sound, low, high, control

Creating and responding to vocal sounds.

Exploring how to change sounds.



Creating and placing vocal and body percussion sound.

Recognising and developing a sense of steady beat.

Exploring descriptive sounds.



Learning to play percussion with control.



Understanding pitch, and making high and low vocal sounds.

What I need to remember:

I can create music with my body.
I can keep in time with my peers.
I can make music with my voice.