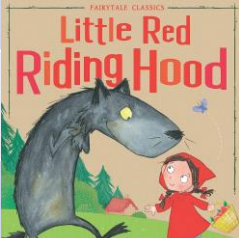


# Year 1 – Autumn 1 Once Upon A Time...

English	Maths	Art
To begin to write words and sentences using finger spaces.	Sort and count objects.	Create a repeating pattern with fruits and vegetables.
To start letters on the line in a pre-cursive style.	Represent numbers up to 10 with objects.	<b>PE</b>
To form all tall letters to reach the line.	Recognise numbers as words.	To develop their balance and co-ordination using footwork movements.
To form letters with the correct orientation.	Count on from a given number.	<b>PSHE</b>
To begin to recognise capital letters in sentences.	Count backwards from 10.	Being Me in My World 'Who am I and how do I fit?'
To use a full stop with support.	Find 1 more and 1 less than a number up to 10.	<b>RE</b>
To apply the phonics that has been taught when reading and writing.	Recognise less than, greater than and equals symbols.	Introduction to Religion and Worldviews Approach K1.1 How might your religion or worldview be seen in the choices you make?
To read the first 10 common exception words.	Compare and order numbers using the language of greatest and smallest.	<b>Computing</b>
To orally retell a traditional tale.	Use a number line to count on or back jumps.	To use a keyboard and mouse to type and save their name.
To use traditional tale language such as Once upon a time.		<b>Music</b>
		To use their voices expressively in a range of songs

# Year 1 – Autumn 1 Once Upon A Time...

## Science

### Main scientific skill taught in this topic.

Performing simple tests.

### Objectives

Distinguish between an object and the material from which it is made.

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

Describe the simple physical properties of a variety of everyday materials.

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

### Our scientific questions are:

What material would be best to build a sturdy house for the Three Little Pigs?

## Geography

Recognise features in the school grounds using map.

Use objects to make a map of the classroom.

Locate three features on an aerial photo of the school.

To draw different maps.

Conduct a survey to find out how we could improve the playground.

To follow maps around the Black Country Museum and look for different materials.

